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ABSTRACT

This document presents City University of New York LaGuardia Community College's Department of Accounting and Managerial Studies assessment of its business and administration and business management programs report, and includes the following items: (1) a description of the mission and goals of the Department of Accounting and Managerial Studies; (2) a descriptive analysis of the curriculum and delivery of instruction; (3) an assessment of the curriculum and delivery of instruction, which is further subdivided into the following categories: national standards, content area assessment, and course assessment; (4) interviews with Cooperative Education employers; (5) surveys of students enrolled in managerial studies courses; (6) an articulation report involving a review of the courses in the business administration and business management programs; (7) a grade distribution report for managerial studies courses; (8) a look at department sponsored student activities, including the King-Wallenberg Law Society and the Accounting and Managerial Club; (9) a summary of the department's human resources, facilities and equipment, fiscal resources, and college-wide services; (10) a summary of recommendations and future goals for the college and the department; and (11) an appendix of survey instruments (graduate applicants survey and content area survey) used in the study and verbatim responses to question on improvement of facilities. (VWC)

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ED 446 795

LaGuardia Community College

Department of Accounting and Managerial Studies

Assessment of the Business Administration and Business Management Programs

December 1999

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Table of Contents

Mission and Goals	1
Descriptive Analysis of Curriculum and Delivery of Instruction	5
Assessment of Curriculum and Delivery of Instruction	28
National Standards	28
Content Area Assessment	42
Course Assessment	89
Interviews with Cooperative Education Employers	137
Survey of Students Enrolled in Managerial Studies Courses	157
Articulation	162
Grade Distributions	166
Department Sponsored Student Activities	176
Human Resources	184
Summary of Recommendations and Future Goals	203
Appendix – Surveys and Verbatim Responses	

Mission and Goals

It is the mission of the Department of Accounting and Managerial Studies to provide leadership by developing and maintaining relevant curricula for and about business. This is achieved by offering programs which:

- Provide knowledge, skills and attitudes essential to employment
- Provide opportunities to those learners seeking to improve their employment potential
- Facilitate transfer to four year institutions, and
- Are accessible, affordable and responsive to individual and community needs.

These goals are consistent with the goals developed for the 1994-1999 Strategic Goals and Action Plan. In that document, the goals for the Department were enumerated as follows:

I. Improve academic environment

A. Reduce class size
B. Develop support services
C. Provide exposure to career options
D. Strengthen community outreach
E. Strengthen transfer pathways and articulation
F. Expanded and enhanced space
G. Interface support service to students

II. Enhance the curriculum

A. Emphasize achieving acceptable standards of literacy
B. Expand offerings of electives, seminars, and interdisciplinary courses
C. Monitor local labor trends

The Department is composed of five units that represent the major areas of study, namely Accounting, Administrative Assistant, Managerial Studies, Paralegal Studies and Travel and Tourism. Each unit shares a community of interest with the others through mutual goals while maintaining the distinct objectives unique to its purpose.

The overall purpose of the Managerial Studies programs, Business Administration and Business Management, is to acquaint students with the range of opportunities in the business world and to introduce the student to the various functional areas of business. The Business Administration Program leads to an Associate in Science (AS) degree. It is designed to provide a solid foundation for transfer to a senior college for those students intending to continue their education at the baccalaureate level immediately after graduation while minimizing loss of credit at senior colleges. The Business Management Program leads to an Associate in Applied Science (AAS) degree. It is designed to lead to immediate employment. However, it also provides an opportunity for those students who do decide to continue their education to have some basic requirements completed while choosing from a wide array of business elective courses that meet individual interests and needs.

The mission of the Department of Accounting and Managerial Studies relates to the mission of LaGuardia Community College in:

- Commitment to the principles of open access
- Support of cooperative education
- Carefully designed transfer and career programs
- Fostering of innovation in instruction and
- Preparation of a diverse student body to participate successfully in the economic development of the City and the world.

This mission and goals are well aligned with the perceptions and expectations of students. A survey of students admitted to the College in Business Administration and Business Management for Fall 1999 was conducted. When

asked about their plans immediately following completion of their program in Business, 20% of Business Management majors indicated that they intended to pursue full time employment. This compares with 8.2% of Business Administration majors. Forty-six percent of Business Management majors and 50.6% of Business Administration majors intend to transfer to a four year institution. Those indicating that they expect to work full time and transfer simultaneously were 31.1% of the Business Management majors and 15.1% of the Business Administration majors. The remaining students indicated that they had plans other than transfer or employment.

When asked whether it was more important to take courses that transferred or courses that would help to get a good job, the results were quite interesting. Of the Business Management majors, 67.4% felt that taking courses that transfer was a priority. This compares with 58.7% of the Business Administration majors. Those putting a priority on taking courses that would be of assistance in employment include 32.6% of the Business Management and 41.3% of the Business Administration majors.

The final question that was asked of the incoming students was, "What would you most like to learn while you are a student at LaGuardia?" The responses were quite varied, but included several themes. The majority of Business Management respondents included mention of the general area of business, or one of the functional areas such as marketing or finance. Other comments

included computers, socialization, to get enough experience to go to work and to transfer. Although the students entering the Business Administration major had similar responses, there was, in addition, interest in skill development in the English language, learning, and citizenship and American culture.

Descriptive Analysis of Curriculum and Delivery of Instruction

As a Department which has as its major purpose the employment of students, from immediately through completion of their higher education, the curricula within Accounting and Managerial Studies are responsive to the needs of business and the receiving four year institutions to which LaGuardia students transfer. The study of business is a traditional discipline. While course content is constantly updated to reflect changes in the field, the functional areas of business do not vary. Therefore, a curriculum that may appear stagnant because course names have not changed for decades becomes innovative as the content is updated to reflect technological and environmental change.

The Department of Accounting and Managerial Studies has a policy by which all sections of a course use the same syllabus and textbooks. Exceptions are only made when new textbooks using alternative methodologies are being pilot tested. Each course has a course coordinator who is responsible for maintaining the course in all aspects. This includes selection of textbooks, revision of syllabi, providing textbooks and supplemental materials to full-time and part time faculty members, arranging for installation of software as needed, and providing overall assistance and advice regarding the course. Business textbooks are frequently updated by publishers to reflect changes in the field. Most instructors use the opportunity of a new edition to conduct a textbook review.

New courses and program changes occur in response to mandates from the University, the College's administration, grant initiatives, and changes in the field.

Since the study of business is a very traditional one in the credit bearing area, the Department is conservative in its course offerings and takes into consideration the balance between the need for courses that transfer and courses that respond to individual employment needs.

Major curriculum changes with the Managerial Studies areas within the past five years include:

- The reduction of all curricula to 60 credits.
- A reduction in the amount of credit allocated to cooperative education (from 9 credits to 6 credits) necessitated by the reduction to 60 credits.
- A review of all courses to ensure inclusion of pluralistic values
- The creation of the International Business option in the Business Management program. Four new courses were also created for this option.
- The revision and update of the Principles of Real Estate course.
- The creation of a new course, Principles of Total Quality Management.

Other curricula changes have occurred within the Department, however they are not within the Managerial Studies area.

The Department has mechanisms in place to ensure consistency in teaching and grading. As noted previously, course syllabi and textbooks are the same in all sections of a course. Instructors teaching a course are expected to substantially adhere to the textbook. While they may supply additional materials, the textbook must be a priority. Course requirements and grading standards are stated on the

syllabus that is given to each student. Peer evaluation occurs frequently. Peer evaluators are generally within the same discipline as the courses that they are observing. New and adjunct instructors are encouraged to consult with course coordinators for information concerning the materials being used and for advice.

Documentation

Course outlines for the Managerial Studies area are included in Appendix A. The status of a course as required or elective is dependent upon the program in question. Course proposals, catalogue course descriptions and syllabi are accurate, up-to-date and available for all courses on a consistent basis.

Communication of Curriculum Policy

Faculty receive information regarding curriculum policy in several ways. College-wide policy is communicated and discussed at monthly department meetings and by members of the Department Curriculum Committee. Adjunct faculty are invited to departmental meetings and receive a copy of the adjunct faculty handbook. Course coordinators are accessible to all individuals teaching a course to provide advice and support. In addition to these formal mechanisms, there is substantial informal interaction between members of the faculty, both full and part time, regarding curriculum issues.

Program curricula are communicated to students by faculty at advisement, through handouts developed by the Department, and through the Advisement

handbook. Materials are reviewed and updated whenever textbooks are changed in a course or when the program is revised.

Pluralism

To implement the college's pluralism initiative, the department course coordinators review all course syllabi to document or add pluralism values to the courses' goals, objectives, textbooks and grading policies. Textbooks and materials required by the course are reviewed for balance and diversity. Various methods of assessment allow students several ways to demonstrate knowledge in each course. Syllabi indicate that students are required to demonstrate various levels of understanding, from recall to analysis and comprehension. Business cases and examples are taken from real world situations so that students can see how business and accounting concepts are reflected in current events and, on the other hand, see how the current economic and social environment shapes business and accounting practices. Faculty are encouraged to allow for both individual and group learning, and to accommodate different learning styles by allowing both hands-on learning and abstract reasoning.

All new course proposals and syllabi are reviewed by the department course coordinators, the department curriculum committee and the collegewide curriculum committee to ensure that they are pluralistic.

Collaborative Relationships (includes Interdisciplinary Curricular Efforts)

The Department of Accounting and Managerial Studies participates in all of the educational and other programs offered at the College that it deems appropriate. Three of these are the Pairs/Clusters program, the Honors program, and Writing Initiatives.

Pairs/ Clusters Program

The Department participates in the College's program of educational pairs and clusters. During the Fall I and Spring I terms there are two pairs, one advanced pair and two clusters offered which include Managerial Studies courses. They are as follows:

Paired Courses offered by the Department

A. AMM101 Introduction to Business
   CIS101 Introduction to Computers

B. AMM101 Introduction to Business
   ENG101 English Composition

C. AMM101 Introduction to Business
   ENG099 Basic Writing

D. AMM101 Introduction to Business
   ENA099 Basic Writing

Advanced Paired Courses

E. AMM103 Principles of Management
   ENG102 Composition II

Cluster (Three Courses)

A. AMM101 Introduction to Business
   ENG101 English Composition
   SSE101 Introductory Economics I

B. AMM101 Introduction to Business
   CIS100 Introduction to Computers
   ENG101 English Composition

C. AMM101 Introduction to Business
   CSE099 Essentials of Reading
   CSE120 Reading the Biography

- This cluster includes a required study group

In order to prepare for offering pairs or clusters, faculty coordinate selected themes in the syllabi. Developmental activities usually take place during the semester prior to the one in which the pairs or clusters are to be offered. During the term, faculty meet weekly to discuss theme presentations and students' progress. This allows the faculty the opportunity to share perceptions. Students become more familiar with each other as they move from class to class as a unit. This enhances social opportunities as well as providing an avenue for peer tutoring both in and out of the classroom. The use of pairs and clusters gives students a greater appreciation and understanding of linkages of courses as they observe how different themes and subjects may relate across disciplines. Pairs and clusters create a supportive small community setting in which support services are more accessible to students. There is increased opportunity for collaborative learning and more intensive work in writing and speaking.

The addition of advanced pairs provides a significant additional opportunity for students. They enroll for two consecutive terms in paired courses. This allows

for reinforcement of content and skills in an enhanced alternative learning environment. In the advanced pair, which is included in Managerial Studies, the research component introduced in Composition I is reinforced with a full research paper in Composition II. Principles of Management AMM 103 expands on the key management theories and concepts discussed in Introduction to Business.

The outcomes of pairs and clusters have been shown to improve students' performance and increase retention. The following data indicate grade comparisons during Fall I 1998 in Introduction to Business AMM101 courses that are part of pairs or clusters as compared with the Department's traditional offerings

	A	B	C	D	F	I	WU	W
Traditional (day & eve)	24.0	27.1	23.1	6.9	6.8	2.2	6.4	2.1
Pair/Cluster	26.0	34.8	21.7	3.2	3.3	3.3	5.4	1.1

A grant has been submitted for VATEA funding which would expand the offering of a course pair which would include Principles of Marketing AMM104 and Elementary Statistics I MAT 120. The status of the funding is unknown at this time.

Honors Program

The Program aims to develop critical judgment, self confidence, and independence of mind and thought. It strives to develop future leaders who are broadly and humanly educated.

The Principles of Management AMM103 course has been chosen as the Department's honors course. The requirement for entry into the course is a cumulative G.P.A. of 3.2 in 12 or more college credits. It is universally accepted that honors classes will have lower than average enrollment to facilitate the extra reading, writing, and analytical discourse that define an honors course. Upon completing the course the student receives an honors course designation on the transcript. It is intended that honors students will be equipped with the academic competencies and personal confidence needed for success at demanding public and private four-year colleges.

The Principles of Management AMM103 honors section is differentiated from the Department's standard offerings in that reading and writing assignments are more extensive than in conventional courses and students are provided with more challenging case studies. Group work is required and students are expected to become group leaders by providing support and direction to other group members. Each student is required to demonstrate good communication, planning and organizing skills through class presentations.

The benefits of honors classes are that students in honors classes have a high retention rate and outperform other classes on examinations and final grades. The comparison of final grades between an honors section of Principles of Management AMM103 and the traditional section during Fall I 1998 is as follows:

	A	B	C	D	F	I	WU	W
Traditional	9.7	12.1	48.5		18.2		12.1	
Honors	38.1	14.3	33.3			4.8	4.8	4.8

Students evaluations at the end of the term indicate that a segment of LaGuardia students appreciate the challenge and find it is an enriching experience preparing them for a four year college. Future plans include the expansion of the honors courses into an honors program leading to an Honors degree. The Department of Accounting and Managerial Studies anticipates increased participation in this Program, however, details regarding that participation have not yet been finalized.

Writing Initiatives

Three faculty members in the Department attended workshops related to Writing Across the Curriculum and have incorporated concepts learned there in their courses. In addition, three members of the Accounting/Managerial Studies faculty have attended the seminar on Writing Intensive courses. The Department offered one course, Principles of Finance, as a writing intensive during the Spring 1999 and Fall 1999 terms. Another faculty member will be trained and a writing intensive course offered during the 1999 – 2000 academic year. As of this

reporting, there has been no assessment of the effectiveness of the writing intensive courses.

Links to the Job Market / Cooperative Education

INTERFACE WITH THE DIVISION OF COOPERATIVE EDUCATION

Description

Through the Department of Accounting and Managerial Studies and the Division of Cooperative Education our College provides business students with learning experiences that enable them to realize their full potential in work, education and everyday life. The Cooperative Education Program offers students the opportunity to learn through meaningful experiences in the workplace. These experiences help the student to explore various career options, apply classroom learning to real work situations, and practice and strengthen interpersonal and technical skills.

The Cooperative Education Program begins with a Gateway course in which students, who have met certain minimum requirements, are introduced to the goals and objectives of the cooperative education experience. During future academic terms, the student participates in two internship experiences and concurrent internship seminars.

The Department of Accounting and Managerial Studies is joined with the Division of Cooperative Education in fulfilling the educational mission and model of LaGuardia Community College. Both seek to imbue the student with skills that lead to successful career and workplace experiences. The academic component is the essential foundation element that each student must bring to the internship

workplace. Without adequate technical accounting or management principles and practices provided by the Department of Accounting and Managerial Studies our students would not be hired or thrive in their internship engagements.

The Division of Cooperative Education and the Department of Accounting and Managerial Studies maintain a variety of liaisons and activities that enhance the College's overall contribution to student growth and development. Included are the Taskforce on Career Education which is a group of Accounting and Managerial Studies and Cooperative Education faculty members who have held joint meetings to examine ways that employer needs can be met by Department and Division faculty. Also, joint visitation to Cooperative Education employer offices and work sites have been conducted. It is through the employer interview process that the academic faculty is able to clearly grasp which skills and attitude employers seek from our students. A report and analysis of these interviews is included later in this report. Inter-faculty discussions on the nature of the changing world of work have been held on an ad hoc basis. One result has been the presentation of a workshop during Opening Sessions on the issue of new work habits for the information age by an Accounting and Managerial Studies and Cooperative Education faculty member.

Assessment

The Division of Cooperative Education and the Department of Accounting and Managerial Studies have successfully worked together for many years to develop

strong academic preparation for students who will be undergoing the internship experience.

The technological development and changes in the workplace have been and will continue to accelerate. It is increasingly important that the Accounting and Managerial faculty be responsive to changing knowledge and skill requirements by employers. There is substantial benefit to be derived by increasing the frequency of discussion of student employment and career needs. The Cooperative Education Division is the vital linkage between our students' academic training and their world of work. Information must flow freely and in a timely manner to maximize our contribution to the success of our students.

Recommendation

It is the recommendation of the Department of Accounting and Managerial Studies that:

1. Academic and Cooperative Education faculty meet on a regularly scheduled basis to discuss and evaluate ways to enhance the student workplace experience.
2. Student-Faculty group meetings should be organized each semester to allow Accounting and Managerial Studies and Cooperative Education faculty to informally discuss student internship needs and successes.
3. Academic faculty should participate in the process of internship development by using their professional networks and business connections.

Curriculum Changes Being Considered

There are three new options under consideration in the Managerial Studies area. The first is a Marketing option within the Business Management curriculum. This option would prepare students to qualify for entry or supervisory level positions in retail establishments of all types, industrial selling, advertising, entrepreneurship or any organization that develops or sells products to consumers. The second option is would prepare project managers as part of the New Media interdisciplinary program. Since the New Media option is in an emerging field, its specific focus is still under consideration, however it is likely that it will include elements of marketing and management in addition to computer and design courses. The third option is an entrepreneurship option within the business Management curriculum. This option would expose students to the various skills necessary for starting and operating a small business.

Teaching and Learning Strategies

The faculty of the Department of Accounting and Managerial Studies typically employ a combination of traditional and innovative strategies in the classroom. Among the traditional pedagogical methods are lectures, case studies, mock trials, oral presentations, term papers, and research assignments. The more innovative methodologies used include collaborative learning in groups, site visits, role playing, computer assisted instruction, study groups, use of audio/visual materials and other technologies as available and appropriate. Faculty are cognizant of the need to approach students with learning methodologies that match their learning styles. There is concern among some

faculty that the supportive learning environment at LaGuardia is not present at four-year transfer institutions or in the workplace training environment. Students who are not prepared to function in these settings will not be successful.

Therefore, some faculty believe that the educational experience at LaGuardia must include traditional foundations and methodologies in order to facilitate future attainment. In addition to the educational activities offered by Department faculty, the Accounting Resource Center provides professional and peer tutoring on a one-on-one or group basis.

Managerial Studies faculty have noted that they employ different strategies depending on the type of course. For example, honors courses and courses that are team taught require alternative methodologies to the program's undifferentiated offerings. Faculty view the creation of a comfortable learning ambience and personal knowledge of students to be beneficial to student learning in all courses.

When students enrolled in a variety of Accounting and Managerial Studies courses were surveyed regarding their preferences related to teaching methodologies, they responded as follows:

Ranking by Accounting and Managerial Studies Students (n=438)					
	1	2	3	4	5
Lecture	66.2%	10.5%	6.6%	3.7%	3.2%
Group Activities	13.5%	27.2%	24.9%	15.1%	9.4%
Audio/visual materials	9.1%	28.1%	18.5%	7.8%	9.6%
Oral reports by students	4.8%	12.8%	26.9%	36.5%	12.8%

Other ways of learning which students indicated that they prefer are quizzes, in-class problem solving, detailed explanations and real world examples, the personal experiences of the instructor, formal notes, and in-class review of homework. From this survey, it is apparent that students prefer a lecture modality, with group activities and audio/visual materials in a virtual tie for their second preference. Their least preferred activity from the selections they were given is listening to other students give reports. Since not all students responded to each selection, the total does not equal 100%.

Faculty are free to develop and experiment with teaching methodologies as they feel are appropriate. The changes in instructional delivery in the past five years include primarily methodologies related to computer technology and collaborative learning and a recognition of different learning styles. This movement toward the integration of computer technology is expected to increase in the future. One hundred percent of full time Managerial Studies faculty indicate that they feel that use of the computer laboratories during class time with an instructor present is appropriate for some courses. Eighty three percent view independent use of computer labs by students for learning as the correct approach in some courses. This compares with 68.2% of students surveyed who would like to use a computer lab during class time, and 45.6% who would prefer to use the computer lab independently. It should be noted that the students surveyed were enrolled in twenty-four sections of Accounting and Managerial Studies courses and may represent a variety of majors.

Managerial Studies faculty use a variety of measures to determine student grades. In a ranking of importance of the most commonly used practices to determine the level of student learning, all full time faculty ranked written tests as the most important. This compared with 56.4% of students, who felt that written tests were the most accurate method of assessing their knowledge. The rankings of faculty regarding the importance of other measures of grading varied widely.

Ranking by Full-Time Managerial Studies Faculty					
	1	2	3	4	5
Written tests	100%				
Term papers		17%	33%		50%
Oral presentations		17%	50%	33%	
Group activities/reports			33%	33%	33%
Case studies		50%		33%	17%

This compares with student results of:

Ranking by Managerial Studies Students (n=438)						
	1	2	3	4	5	6
Written tests	56.4%	12.3%	8.4%	3.7%	5.3%	1.5%
Term papers	7.8%	27.6%	19.9%	15.6%	12.3%	4.1%
Oral presentations	9.8%	14.4%	19.9%	15.3%	21.9%	11.4%
Group activities/reports	13.7%	17.0%	13.7%	24.0%	16.0%	2.7%
Case studies	8.0%	9.8%	17.8%	20.8%	25.6%	5.9%

When asked this question, students also listed other methods of assessment that they preferred. These were: attendance, class discussions, asking questions in class, homework, take home tests, quizzes and multiple choice tests. Of the responses to the selections provided in the survey, the majority of students felt that written tests were the best measure of their performance. While 13.7%

selected group activities and reports as the best measure, 42.7% ranked that category as fourth, fifth or sixth in reliability. When responses of 1 through 3 are grouped, students find term papers as the second most reliable, followed by oral presentations and group activities equally, and case studies last.

Students were asked to respond to the question, "What was it about the best course you ever took that made it the best?" as part of their surveys. While the responses were very varied, the greatest number of responses included elements related to the instructor including perceived fairness; sense of humor; the lecture; the instructor's knowledge; that the instructor was persistent in assisting the students to learn and the ability of the instructor to simplify complex concepts. Some students noted that they enjoyed working with others in groups, while others expressed interest in the subject matter itself. It is noteworthy that a significant number of respondents indicated that they had never taken a class that they enjoyed.

Academic Advisement

Description

The faculty of the Department of Accounting and Managerial Studies view academic advising in the traditional sense of assisting students in their choice of careers as well as the courses in which they enroll each term. We further believe that a positive advisement experience may enhance students' perceptions of

themselves, their academic program and the College itself and increase the likelihood of persistence and student success.

Members of the faculty advise students during regularly scheduled college-wide advisement periods, advisement periods dedicated for majors, in their classes, during regularly scheduled office hours, by appointment, and during special events such as orientation for new students. During peak periods and change of program the college laboratory technicians in the Accounting laboratory provide a focal point for student advisement activity. In preparation for Spring 1999 faculty provided advisement for 28 scheduled hours in addition to informal advisement. There is no additional compensation for this activity. For Fall 1998 registration faculty provided 50 scheduled hours.

All of the faculty in the Department are prepared to advise students in the six majors which the Department offers. Program directors and course coordinators have the responsibility for development and promulgation of informational materials for use in the Department and by advisors throughout the College community.

Although academic counselors have primary responsibility for advisement, especially related to course selection prior to registration, the Department recognizes its unique role in providing professional identification for its majors. It is additionally true that the number of majors in total is so great as make it

unfeasible for advisement to be the sole responsibility of Department faculty. Therefore, the Department must rely upon others throughout the institution to provide competent advice to students based on the philosophy and requirements of the Department and its programs.

Vision and Goals

The Department of Accounting and Managerial Studies believes that there is shared responsibility between academic affairs and student affairs regarding student advisement. If a systematic program of linked participants were to be developed, students in the Department's programs and programs throughout the college would benefit. We also believe that an institutionwide system centered on students' involvement would increase their performance at the College and their overall success.

In a comprehensive system of advisement, students should first focus on their life, career, and major selection goals. Following this, students will be better able to select classes and see relationships between their goals and the courses in which they enroll. Furthermore, we believe that a comprehensive system of advisement must move from one that is designed to answer students' questions to one that is ongoing and integrated into the students' academic lives.

Finally, we believe that academic advisement must be outcomes based. All advisors, regardless of their personal orientation, should advise students based

on the outcomes defined by the programs in which students are enrolled. There are models for inclusion of programmatic outcomes in courses such as Freshman Seminar that should be integrated into the existing framework.

Outcomes

Academic advisement at LaGuardia is carried out in a manner that is traditional to institutions of higher education. There is emphasis on selection of courses prior to registration through short-term relationships with counselors and advisors. Opportunities for student self-examination and research are available through the Career and Transfer Center.

There is significant fragmentation of the academic advisement function throughout the College. A single student may be advised by a counselor, faculty member, academic advisor, special program director, or may self-advise in preparation for a term. It is possible that each of the College advisors will provide conflicting information to the student in response to the same question. It is also conceivable that a student may have questions and may seek advice at a time when none of these individuals are accessible.

There is evidence that individuals are responding to student inquiries based on their own perceptions and viewpoints, without regard to the factual information. A student wishing to transfer to a four-year institution to major in Business, recently informed the Department Chairperson that he had selected Liberal Arts

as his LaGuardia major on the advice of his counselor. The student should have been advised to major in Business Administration, the transfer program. This case is only one of many reports the Department has received.

Department faculty are committed to providing a professional identification to majors and assisting them with career and course selection choices. It becomes much more difficult to do so when advisement dates and times are set without input from faculty and without regard to availability. While every attempt is made to provide coverage, the current system is inefficient in its use of time and effort.

There is currently no means of assessing quality in the advisement process. The perception of the Department is that due to the fragmentation of the academic advisement function, it is difficult, if not impossible, to promulgate information effectively and to monitor its use. Students frequently report that "my counselor" gave information that is in error or no longer valid, yet the students do not know, or will not report the name of the individual. It is not possible under these circumstances to provide feedback to the individual to avoid future error.

Recommendation

It is the recommendation of the Department that:

1. Academic advisement collegewide be a shared responsibility of linked parts; each contributing from its area of expertise.

2. The academic advisement process be outcomes based as determined by the faculty responsible for the program and as described in this document.
3. Those individuals participating in the academic advisement process have input into the development of the academic advisement schedule.
4. That the function of academic advisement be assessed as an independent process.

Assessment of Curriculum and Delivery of Instruction

National Standards

The faculty in Managerial Studies have adopted the National Standards for Business Education as put forth by the National Business Education Association (NBEA). The NBEA believes and the faculty concur that all community college graduates should meet these standards. At the completion of their academic programs individuals should:

1. Function as economically literate citizens through the development of personal consumer economic skills, knowledge of social and government responsibility, and an understanding of business operations.

2. Demonstrate interpersonal, teamwork, and leadership skills necessary to function in multicultural business settings.

3. Develop career awareness and related skills to enable them to make viable career choices and become employable in a variety of business careers.

4. Select and apply the tools of technology as they relate to personal and business decision making.

5. Communicate effectively as writers, listeners, and speakers in social and business settings.

6. Use accounting procedures to make decisions about planning, organizing, and allocating resources.

7. Apply the principles of law in personal and business settings.

8. Prepare to become entrepreneurs by drawing from their general understanding of all aspects of business.

9. Understand the interrelationships of different functional areas of business and the impact of one component on another.

10. Develop the ability to participate in business transactions in both the domestic and international arenas.

11. Develop the ability to market the assets each individual has whether they be in the labor market or in the consumer goods market.

12. Manage data from all of the functional areas of business needed to make wise management decisions.

13. Utilize analytical tools needed to understand and make reasoned decisions about economic issues – both personal and societal.

Methodology for Assessment

The American Assembly of Collegiate Schools of Business (AACSB) is one of the major accrediting bodies for business programs in the United States. As part of their accreditation process, the AACSB requires evidence of continuing improvement in the program applying for accreditation through program assessment. One tool that has been developed is the assessment-oriented syllabus model. The faculty in Managerial Studies have elected to conduct the assessment of the Business Administration and Business Management programs based on the work of Cunningham and Omolayole at Grambling State University and published in the Journal of Education for Business, March/April 1998. The article, entitled, "An Assessment-Oriented Syllabus Model for Business Courses," delineated a methodology for utilizing course syllabi as a means of assessment to meet AACSB assessment standards.

The first step in the assessment process for Managerial Studies was to determine which of the National Standards are being taught in each of the courses required in the Business Administration and Business Management programs. This direct assessment was accomplished by the creation of a matrix that includes a row-by-column presentation indicating the courses in which topics

leading to the achievement of the National Standards are discussed. Each departmental course was evaluated by the course coordinator. The results of this assessment are presented in the tables that follow. Each course coordinator also reviewed the course outline and annotated the outline to indicate where instruction leading to achievement of a National Standard was indicated.

The second phase of assessment related to the National Standards involved indirect assessment. The perception of students and their achievement of the National Standards was measured through a survey instrument which was administered in May 1999. It was assumed that students who had registered for GRD001 for Spring 1999 had an expectation of completing their academic program by August 1999. At the completion of their academic programs, these individuals should have met the National Standards.

Analysis

The required and elective courses offered by the Department of Accounting and Managerial Studies support substantially the achievement of the National Standards for Business Education. While students majoring in Business Administration have exposure to each of the standards, the limited number of business courses required by the program reduces the opportunity of the Department to reinforce them. The Department is pleased to note that virtually all of the courses required in the Business Administration and Business Management programs contribute to the ability of students to function as

economically literate citizens through the development of personal consumer economic skills, give them a knowledge of social and government responsibility, and an understanding of business operations. Leadership, teamwork, personal skills, and career awareness are also stressed highly in the program's courses. The Department recognizes the importance of communication skills in the workplace and works toward development of those skills in every course. In many of the courses that are offered, students learn about specific content areas as well as how those content areas interrelate with others. These same courses also provide an opportunity for students to determine what kinds of data emanate from the various functional areas and how these data are integrated in business decision making. Through the Department's courses and the required course from the Computer Information Systems Department, students have exposure to technology selection and use. There is significant coverage of topics in law in many courses. Through the required Departmental courses and the required courses from other departments, students receive significant reinforcement of the use of analytical tools necessary to make decisions. The National Standard which receives the weakest treatment in the Department's courses is entrepreneurship. While it is included in many courses, it may be appropriate to study whether it is appropriate to include the topic in additional courses.

Survey Results

A survey of students who had applied for graduation during the Spring 1999 term was conducted. The purpose of the survey was to assess the viewpoint of students concerning their preparation related to the National Standards. This survey was composed of twenty questions and was administered separately to the Business Management and the Business Administration students. A copy of the survey is included in Appendix C.

Business Management Students

Most of the respondents in the Business Management group felt that they understood the place of business in society (66.6%) and believed that they could function effectively as economically literate consumers (60%). A large number of students (66.6%) also indicated an appreciation of the contribution that their training in group work at school made toward their understanding of teamwork in the work place.

The majority of the students (73.3%) were aware of the choices available to them as far as careers were concerned, and 53.3% expressed an interest in finding out more about their career options. Although 80% of the respondents claimed to know how to use computers for personal as well as business purposes, only one half of those who responded positively expressed full confidence in their computer abilities.

While many of the respondents felt that they had adequate writing and speaking ability to function comfortably in social as well as business settings, a closer look at the percentages will show that out of the total of 93.3% who believed they had adequate writing skills, 33.3% expressed full confidence in their abilities by answering "definitely" and 60% answered "most of the time". The results for the question on the student's perception of their speaking ability was similar to that for writing since 60% replied "most of the time" while only 20% answered "definitely".

In addition, many of the respondents felt that they had enough skills in accounting (59.9%) and business law (73.2%) to be effective in their work and personal life. The majority (73.3%) also felt that the knowledge they acquired has equipped them with the necessary tools to enable them to start their own business. Many students likewise indicated confidence in their understanding of the interrelationships of the areas of business that they studied (93.3%) as well as in their ability to participate in companies doing business in this country and internationally (69.9%).

A majority of the respondents expressed confidence in their ability to market themselves to potential employers (86.6%) and in their ability to develop products and sell them to potential customers (59.9%). They also were confident in their ability to make business decisions (73.3%) as well as in their personal decision

making abilities (86.6%). It may also be significant to note that 93.3% believed that they could be successful in an entry position in business.

The very positive responses of the students to the first 19 questions probably helps to explain why an overwhelming 99.9% of the students believed that they are prepared to successfully transfer to a four year institution. It also explains why 93% believe that they may be successful in an entry-level position in business. Twenty seven percent of the respondents indicated that they intend to go directly to work after completing their programs and one third are planning to work full-time and attend a four year institution simultaneously.

Business Administration Students

A total of (57.1%) of Business Administration students indicated that they had adequate understanding of the place of business in society. While only 35.7% of the respondents felt they could effectively function as a literate consumer.

The Business Administration students had a high number of positive responses to the question on how relevant was their training in group work at school to their understanding of teamwork in the workplace (71.4%). Eighty five percent replied that they were definitely aware of career options and the same number indicated that they knew how to learn more. Over half (57.1%) were definitely comfortable with their writing skills, 64.3% were definitely comfortable about their ability to speak in social and business settings.

Only 35.7% of Business Administration students expressed confidence that their knowledge of accounting would help them make informed business decisions, while 50% expressed confidence in their knowledge of business law at the highest level.

When asked whether they believed that their knowledge of all areas of business would be helpful in starting their own business, 71.4% of the Business Administration students gave positive responses. They (64.3%) also had positive responses to the question on whether or not they understood the interrelationships of the various areas of business.

Less than one half of the Business Administration students (42.9%) expressed confidence in their ability to participate in companies doing business in this country and internationally. While more of the students gave positive responses to the questions on their ability to market themselves (57.1%), fewer of the respondents (35.7%) expressed definite confidence in their ability to develop and sell products. When asked about their ability to gather and use information for decision making (92.9%) indicated that they would be able to complete the task most or all of the time. A slightly lower number (78.6%) were less confident abut their ability when choosing techniques for business decisions about economic issues.

The majority of the Business Administration students expressed great confidence in their preparedness for successful entry into business (85.7%), as well as in their preparedness for transfer to a four year institution (71.4%).

It may also be significant to note that the number of students who signified their intention to transfer to a four year institution far outweighs the number of students whose sole goal is to seek employment right after completion of their two year education. The vast majority (71.4%) intends to do both at the same time.

Recommendation

1. That the Department of Accounting and Managerial Studies review its courses to determine whether there is an appropriate level of coverage of topics in entrepreneurship.

BUSINESS ADMINISTRATION PROGRAM
NATIONAL STANDARDS

	1	2	3	4	5	6	7	8	9	10	11	12	13
COURSES													
AMA111	X	X	X			X		X		X			X
AMA112	X		X	X	X	X		X	X	X	X	X	X
AMA130		X	X	X	X	X	X		X			X	X
AMM101	X	X	X	X	X	X	X	X	X	X	X	X	X
AMM103	X	X	X	X	X	X	X	X	X	X	X	X	X
AMM104	X	X	X	X	X		X	X	X	X	X	X	X
AMM110	X	X			X		X		X		X		

NOTATION

x = The corresponding standard is discussed in the corresponding course

BUSINESS MANAGEMENT PROGRAM
NATIONAL STANDARDS

COURSES	1	2	3	4	5	6	7	8	9	10	11	12	13
AMA111	X	X	X			X		X		X			X
AMA112	X		X	X	X	X		X	X	X	X	X	X
AMA130		X	X	X	X	X	X		X			X	X
AMM101	X	X	X	X	X	X	X	X	X	X	X	X	X
AMM102	X	X	X		X	X	X		X	X	X	X	X
AMM103	X	X	X	X	X	X	X	X	X	X	X	X	X
AMM104	X	X	X	X	X		X	X	X	X	X	X	X
AMM108	X	X	X		X	X	X	X			X		X
AMM110	X	X			X		X		X		X		
AMM111	X	X			X		X		X		X		
AMM115	X	X	X	X	X		X		X	X	X		X
AMM120	X	X	X	X	X				X		X	X	X
AMM139	X	X	X	X	X	X			X	X	X	X	X
AMM140	X	X	X	X	X	X	X		X	X		X	X
AMM141	X	X	X	X	X	X	X		X	X		X	X
AMM142	X	X	X	X	X	X	X		X	X		X	X
AMM150	X	X		X	X	X	X	X	X	X	X	X	X
AMM155	X	X	X		X		X	X	X	X	X		X
AMM260		X	X	X	X				X	X		X	X
AMM261			X	X	X		X	X	X	X	X	X	X
AMM262		X	X	X	X		X	X	X	X	X	X	X
AMM263			X	X	X	X	X		X	X		X	X
AMN195	X	X	X	X	X			X	X	X	X	X	X

NOTATION

x = The corresponding standard is discussed in the corresponding course

42

43

BUSINESS MANAGEMENT PROGRAM INTERNATIONAL BUSINESS OPTION NATIONAL STANDARDS													
	1	2	3	4	5	6	7	8	9	10	11	12	13
COURSES													
AMA111	X	X	X			X		X		X			X
AMA112	X		X	X	X	X		X	X	X	X	X	X
AMM101	X	X	X	X	X	X	X	X	X	X	X	X	X
AMM103	X	X	X	X	X	X	X	X	X	X	X	X	X
AMM110	X	X			X		X		X		X		
AMM260		X	X	X	X				X	X		X	X
AMM261			X	X	X		X	X	X	X	X	X	X
AMM262		X	X	X	X		X	X	X	X	X	X	X
AMM263			X	X	X	X	X		X	X		X	X
NOTATION x = The corresponding standard is discussed in the corresponding course													

BUSINESS MANAGEMENT PROGRAM													
BUSINESS FINANCE OPTION													
NATIONAL STANDARDS													
	1	2	3	4	5	6	7	8	9	10	11	12	13
COURSES													
AMA111	X	X	X			X		X		X			X
AMA112	X		X	X	X	X		X	X	X	X	X	X
AMM101	X	X	X	X	X	X	X	X	X	X	X	X	X
AMM102	X	X	X		X	X	X		X	X	X	X	X
AMM103	X	X	X	X	X	X	X	X	X	X	X	X	X
AMM110	X	X			X		X		X		X		
AMM140	X	X	X	X	X	X	X		X	X		X	X
AMM141	X	X	X	X	X	X	X		X	X		X	X
AMM142	X	X	X	X	X	X	X		X	X		X	X
NOTATION													
x = The corresponding standard is discussed in the corresponding course													

47

46

Content Area Assessment

The faculty in Managerial Studies believe that competency in a content area is a superior measure of student achievement when compared to the measurement of competency in an individual course. It is reflective of the fact that learning in a content area does not always occur in one course, but rather in the totality of the educational experience. It is in this spirit that the faculty have embraced the Curriculum Standards Model of the National Business Education Association. This is a comprehensive model that includes eleven content areas which incorporate the essential subjects that are necessary for success in the discipline of business. It also takes into consideration the interrelationships of the subject areas to each other and the impact of one area on the others.

Methodology for Assessment

As a means of assessment within content areas, a matrix was created that included a row-by-column presentation of each departmental course that is included within the Business Administration and Business Management curricula and the number of the standard. Each content area is presented on a separate page. Course coordinators evaluated whether an achievement standard was taught in the course (T), whether the course continued the teaching of an achievement standard introduced in an earlier course (C), or whether an understanding of an achievement standard was required prior to enrolling in the course (U).

Accounting Achievement Standards

1. Complete the various steps of the accounting cycle and explain the purpose of the each step.

2. Determine the value of assets, liabilities, and owner's equity according to generally accepted accounting principles, explaining when and why they are used.

3. Prepare, interpret, and analyze financial statements using manual and computerized systems for service merchandising, and manufacturing business.

4. Apply appropriate accounting principles to various forms of ownership, payroll, income taxation, and managerial systems.

5. Use planning and control principles to evaluate the performance of an organization and apply differential and present value concepts to make decisions.

Description

All students of business are expected to have a basic knowledge of accounting regardless of the field in which they intend to seek employment. This fundamental level of knowledge is represented by the five NBEA Accounting Achievement standards represented above. In the Managerial Studies programs, all students must enroll in Principles of Accounting I AMA111 and Principles of Accounting II AMA112. Additionally, students in the Business Management program enroll in Accounting Applications for the Microcomputer AMA130. At LaGuardia there is no distinction made in the Principles of Accounting courses for Accounting majors and for non-Accounting majors as is done at some other institutions.

Many of the courses in Managerial Studies use an understanding of accounting as part of the course. This is especially true in relationship to the management functions of planning and controlling. Students who are majoring in the Business Finance option of the Business Management program require an even deeper knowledge of accounting and the ability to apply accounting concepts in specialized situations. Therefore, it is appropriate that all courses in that option either teach (T), continue (C), or require an understanding (U) of the accounting achievement standards.

Assessment

The courses in which fundamental accounting concepts are taught include Principles of Accounting I AMA111, Principles of Accounting II AMA112 , Introduction to Credit Management AMM140 and Organizing and Operating a Small Business AMM150. As would be expected, Principles of Accounting I AMA111 is prerequisite for Principles of Accounting II AMA112. However, it is also prerequisite for Introduction to Credit Management AMM140 in which the same standards are taught. The Managerial Studies prerequisite for Organizing and Operating a Small Business AMM150 is Introduction to Business AMM101. It is indicated that while some Accounting Achievement Standards are taught in that course, an understanding of other standards is expected upon entry to the course.

Of the other courses in the Managerial Studies programs that use Accounting Achievement Standards in instruction, none has an accounting pre- or co-requisite.

Recommendations

1. That course pre and co-requisites related to Accounting Achievement Standards be reviewed for Introduction to Business AMM101, Principles of Finance AMM102, Principles of Management AMM103, Business Law I AMM110, Business Law II AMM111, Organizing and Operating a Small Business AMM150 and Global Marketing AMM262.
2. That the Accounting faculty is encouraged to review the potential of developing accounting courses for non-Accounting majors as is done at some institutions within CUNY and throughout the nation.

Accounting	ACHIEVEMENT STANDARDS				
COURSES	1	2	3	4	5
AMM101	U	U	U	U	U
AMM102		U			
AMM103	U	U	U	U	U
AMM104					
AMM108					
AMM110					
AMM111					
AMM115					
AMM120					
AMM139					
AMM140	T	T	T	T	T
AMM141	C	C	C	C	
AMM142	U	U	U	U	U
AMM150	U	U	U	T	T
AMM155					
AMM260					
AMM261					
AMM262					U
AMM263					
AMN195					
AMA111	T	T	T	T	T
AMA112	U	U/T	T	T	T
AMA130	U	U	U	U	U

Business Law Achievement Standards

1. Analyze the relationship between ethics and the law and describe the sources of the law, the structure of the court system, the different classifications of procedural law, and the different classifications of the substantive law.
2. Analyze the relationship among contract law, law of sales and consumer law.
3. Analyze the role and importance of agency law and employment law as they relate to the conduct of business in the national and international marketplaces.
4. Describe the major types of business organizations operating within the socio-economic arena of the national and international marketplace today and in the future.
5. Explain the legal rules that apply to personal property and real property.
6. Analyze the functions of commercial paper, insurance, secured transactions, and bankruptcy.
7. Explain how the advances in the computer technology impact upon such areas as property law, contract law, criminal law, and international law.
8. Determine appropriateness of wills and trusts in estate planning.
9. Explain the legal rules that apply to marriage, divorce, and child custody.
10. Explain the legal rules that apply to environmental law and energy regulation.

Description

Businesses and individuals operate in an environment in which laws emanate from an array of governmental and judicial entities. The Managerial Studies curricula must include an introduction to the fundamentals of the law as it affects organizations and individuals within it.

All Business Administration and Business Management majors are required to enroll in Business Law I AMM110. Business Law II AMM111 is an elective course for Business Management majors. Various aspects of the law affecting businesses and individuals are included in other courses in the curriculum. These relate to the areas of marketing, advertising, securities and insurance regulation, real estate in the State of New York, and international business, among others. The aspects of business law covered in these courses are not included in the NBEA Achievement Standards.

Assessment

It is possible for students to receive exposure to all aspects of the NBEA Achievement Standards for Business Law in courses offered in Managerial Studies. A Business Administration major may be exposed to only standards 1,2,3,4,8,9 and 10 in their required managerial studies courses. A Business Management major may have more opportunity to learn legal concepts, however that will depend upon the elective courses selected by the student.

It is interesting that the concepts of business law included in most textbooks and taught within the Department's courses are not among the NBEA Achievement Standards. Among these are regulations concerning securities in Principles of Finance AMM102, regulations related to advertising in Basics of Advertising AMM115, and regulations related to trade and consumer issues in Principles of

Marketing AMM104. This list is provided as an example and does not represent the cumulative coverage of legal issues within the curriculum.

Recommendation

1. That the Managerial Studies faculty considers ways to include more Achievement standards for Business Law in the basic curricula for Business Administration and Business Management majors.

Business Law	ACHIEVEMENT STANDARDS									
COURSES	1	2	3	4	5	6	7	8	9	10
AMM101	T	T	T	T						T
AMM102										
AMM103	U	U	U	U						U
AMM104		T								
AMM108		T	T		T					
AMM110	T	T	T					T	T	
AMM111	T/C	T/C	T/C	T	T		T			
AMM115										
AMM120	T	T		T		T				
AMM139										
AMM140	T	T		T		T				
AMM141				T		T				
AMM142				C		C				
AMM150	T/U	T	T	T		T				T
AMM155										
AMM260				U						
AMM261										
AMM262				U						
AMM263				U		U				
AMN195										
AMA111				T		T				
AMA112	U	C	U	C	U	U	U	U	U	U
AMA130							U			

Career Development Achievement Standards

1. Assess personal strengths and weaknesses as they relate to career exploration and development.
2. Utilize career resources to develop an information base that includes global occupational opportunities.
3. Relate work ethic, workplace relationships, workplace diversity, and workplace communication skills to career development.
4. Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.
5. Develop strategies to make an effective transition from school to work.
6. Relate the importance of lifelong learning to career success.

Description

Many of the courses in the Business Administration and Business Management programs include Career Development elements. In addition to the materials discussed in the classroom by the instructor and materials that are disseminated, most of the textbooks currently in use provide a discussion in each chapter, or an entire chapter related to career selection and development.

Of the required courses in the Business Administration program, Introduction to Business AMM101, Principles of Management AMM103, Business Law I AMM110, Principles of Accounting I AMA111, Principles of Accounting II AMA112, and Accounting Applications for the Microcomputer AMA130, all contain some elements of career development within their content. Two of these courses, Introduction to Business AMM101 and Business Law I AMM110, indicate a focus on teaching career development skills (T). The other

Managerial Studies courses which are Business Administration course requirements show that an understanding (U) of this material is expected prior to entry into the course.

With the broader representation of Managerial Studies courses in the Business Management program, it is expected that Career Development would be represented in a greater degree. This is especially true since Business Management is a career program. In the Business Finance option, represented by Introduction to Credit Management AMM140, Financial Statement Analysis AMM141, and Accounts Receivable Financing AMM142, there is substantial discussion of career development issues within the curriculum. In the International Business option, Principles of International Business AMM260, Export/Import Procedure and Documentation AMM261, Global Marketing AMM262, and International Finance AMM263 there is a continuation (C) of the discussion of only NBEA Career Development Standards 2, 3, and 5 in the Introduction to International Business AMM260 course.

It should be noted that Export/Import Procedure and Documentation AMM261, Global Marketing AMM262, International Finance AMM263 and Principles of Total Quality Management AMM139 are new courses and have not been offered as of this assessment. It is possible that after the initial offering, adjustments may be made to include career development standards that are not currently part of the course coordinator's perspective.

Of the Accounting courses required for both programs, there is more career development content in Principles of Accounting II AMA112 than in its prerequisite course, Principles of Accounting I AMA111.

Assessment

Of the courses required for the Business Administration transfer program, there is coverage of all of the NBEA standards for career development at the teaching (T), continuation (C) and understanding (U) levels. All of these courses are also required for the Business Management program.

Of the courses that are elective for the Business Management program, several do not indicate career development content. These are Basics of Advertising AMM115, Principles of Total Quality Management AMM139, Export/Import Procedure and Documentation AMM261, Global Marketing AMM262, and International Finance AMM263. Others have only limited career development elements: Principles of Finance AMM102, Organizing and Operating a Small Business AMM150, Principles of International Business AMM260, Profile and Prospects of Business in New York City AMN195, Principles of Accounting I AMA111, and Accounting Applications for the Microcomputer AMA130.
An anomaly exists in that an understanding of Career Development Standard 3 is noted as required for Principles of Accounting I AMA111, however it is considered to be taught in Principles of Accounting II AMA112.

When this review is taken into consideration with the results of the employer interviews (see page 138), it appears that it may be prudent to consider the augmentation of some Managerial Studies courses by addition of career development elements. It is assumed that all students will seek employment whether currently enrolled in a transfer or career program, therefore the information is ultimately useful.

Recommendations

1. That course coordinators review courses in which Career Development Standards are underrepresented to determine appropriate means to enhance students' career development preparation.
2. That the course coordinators for Principles of Accounting I AMA111 and Principles of Accounting II AMA112 review their expectations regarding Career Development Achievement Standard 3.

Career Development	ACHIEVEMENT STANDARDS					
COURSES	1	2	3	4	5	6
AMM101	T	T	T	T	T	T
AMM102						C
AMM103	U	U	U	U	U	U
AMM104						
AMM108		T	T		T	
AMM110	T		T			T
AMM111	T/U		T			T
AMM115						
AMM120	T	T	T	T	T	T
AMM139						
AMM140	T	T	T	T	T	T
AMM141	T	T	T	C	C	C
AMM142	C	C	C	U	U	U
AMM150	T	U	U			
AMM155	T	T	T	T	T	T
AMM260		C	C		C	
AMM261						
AMM262						
AMM263						
AMN195		T		T	T	T
AMA111			U			
AMA112	U	U	T	T	U	T
AMA130			U			

Communications Achievement Standards

1. Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.
2. Apply basic social communication skills in personal and professional situations.
3. Use technology to enhance the effectiveness of communications.
4. Integrate all forms of communication in the successful pursuit of a career.
5. Incorporate appropriate leadership and supervision techniques, customer-service strategies, and standards of personal ethics to communicate effectively with various business constituencies.

Description

Communications skills are important to every individual and applicable to the study of any field. Whether oral or written, formal or informal, the level and appropriateness of communications skills will impact the future life of every student.

The faculty in Managerial Studies are pleased to note that virtually all of the courses in the Business Administration and Business Management programs contain elements of communications skills. With the exception of Profile and Prospects of Business in New York City AMN195, the only courses that do not contain communications elements are Introduction to Credit Management AMM140, Financial Statement Analysis AMM141, and Accounts Receivable Financing AMM142. These latter courses place considerably more emphasis on critical analysis within a specific regulatory and legal framework and are the

components of the Business Finance option of the Business Management program. Principles of Finance AMM102 is being taught as a designated writing intensive course at this time.

The prerequisite courses for Introduction to Business AMM101 are Essentials of Reading II CSE095 and Basic Writing ENG099. Since this course is also a prerequisite for all other Managerial Studies courses, the level of skill which students bring to their business courses should be above the most basic levels. One of the prerequisites for the required Accounting courses is Essentials of Reading II CSE095. As these courses use communications skills, this level of preparation is appropriate. Students are also advised to take Oral Communication HUC101 as an elective course.

The faculty of the Department of Accounting and Managerial Studies believe that students are more motivated to improve their communications skills when they are taught within the context of the discipline and ability in this area is directly linked to career success.

Assessment

While most of the courses in the Business Administration and Business Management curricula include the teaching of some elements of communications skills, it is appropriate that all courses do so. It is also

appropriate that all courses that use communications skills also continue to teach and upgrade the communications skills of students.

Recommendation

1. That all courses teach or continue the teaching of communications skills.

Computation	ACHIEVEMENT STANDARDS					
COURSES	1	2	3	4	5	6
AMM101	U	U	U		U	U
AMM102	U	U	U	U	C	T/U
AMM103	U	U	U	U	U	U
AMM104	U	U	U	U	U	T/U
AMM108	U	U	U	U	U	U
AMM110						
AMM111						
AMM115	U	U	U	U	U	U
AMM120	T	T	T	T		T
AMM139	U	U	U		U	U
AMM140	T	T	T	T	T	T
AMM141	T	T	T	C		C
AMM142	C	C	C	C		C
AMM150	U	U			T	U
AMM155						
AMM260	U	U	U	U	U	U
AMM261	U	U	U	U	U	U
AMM262	U	U	U	U	U	U
AMM263	U	U	U	U	U	U
AMN195	C				C	
AMA111	U	U				T
AMA112	U	U/T	U	U	U	T
AMA130	U/T	U/T	U/T	U/T	U/T	U/T

Computation Achievement Standards

1. Apply basic mathematical operations to solve problems.
2. Solve problems containing whole numbers, decimals, fractions, percents, ratios, and proportions.
3. Use algebraic operations to solve problems.
4. Use common international standards of measurement in solving problems.
5. Analyze and interpret data using common statistical procedures.
6. Use mathematical procedures to analyze and solve business problems for such areas as taxation; savings and investment; payroll records; cash management; financial statements; credit management; purchases; sales; inventory records; depreciation, cost recovery, and depletion.

Description

Of the courses in the Business Administration and Business Management programs, those that have mathematics prerequisites are Principles of Finance AMM102, Introduction to Credit Management AMM140, Financial Statement Analysis AMM141, Accounts Receivable Financing AMM142, Organizing and Operating a Small Business AMM150, Principles of Personal Selling AMM155, Profile and Prospects of Business in New York City AMN195, Principles of Accounting I AMA111, Principles of Accounting II AMA112, and Accounting Applications for the Microcomputer AMA130. For some of these courses the mathematics prerequisite is imbedded in the prerequisite Business course.

For all courses with a mathematics prerequisite, the requirement is Mathematics In Action II MAT096/MAB096. According to the College catalog

this course is described as focusing on "basic mathematical concepts and skills, including whole numbers, fractions, decimals, percents, operations with signed numbers, exponents, algebraic expressions and the resolution of simple first degree equations." These competencies are equivalent to the NBEA Computational Standards 1, 2, and 3. NBEA competency 4, relating to analysis and use of statistical procedures, corresponds with Elementary Statistics I MAT120 which is a requirement for both the Business Administration and Business Management programs, but not a prerequisite for any course.

Managerial Studies faculty believe that it is often more effective to educate students regarding computational concepts within the framework of the discipline rather than in the more sterile environment of the mathematics classroom.

Assessment

There are courses in the Managerial Studies programs that use computational skills but do not have prerequisites that would assure adequate preparation of students prior to entry in to the course. These are: Introduction to Business AMM101, Principles of Management AMM103, Principles of Marketing AMM104, Business Law I AMM110, Business Law II AMM111, Basics of Advertising AMM115, Principles of Total Quality Management AMM139, Principles of International Business AMM260, Export/Import Procedure and

Documentation AMM261, Global Marketing AMM262, and International Finance AMM263.

As a further complication, fourteen courses assume an understanding of statistical methods on the part of students who may never have been enrolled in a statistics course. (See Achievement Standard 5).

One course, Principles of Personal Selling AMM155, has a mathematics prerequisite, but does not use computational skills in the course.

It is a positive factor that students enrolled in Managerial Studies courses have opportunities to apply their mathematical skills so frequently. Through actual problem solving and interpretation of business information, there is significant opportunity for students to maintain and expand their mathematical base as well as identify the importance of being computationally literate.

Recommendations

1. That course coordinators review mathematics pre/co-requisites for each course to determine whether they are appropriate.
2. That supplemental materials be made available as needed to assist students in their ability to apply computational concepts.

Communication	ACHIEVEMENT STANDARDS				
COURSES	1	2	3	4	5
AMM101	T	T	T	T	T
AMM102	T		T	T	
AMM103	U	U	U	U	U
AMM104	T	T	T	T	T
AMM108	T	T	T	T	T
AMM110	T	T		T	T
AMM111	T	T		T	T
AMM115	T	T	T	T	T
AMM120	T	T	T	T	T
AMM139	T	T	T	T	T
AMM140					
AMM141					
AMM142					
AMM150	U	U	U		U
AMM155	T	T	T	T	T
AMM260	U	U	U		U
AMM261	U	U			
AMM262	U	U	U		
AMM263	U	U	U		
AMN195					
AMA111	U				
AMA112	U	U	U	U	U
AMA130	U	U	U/T	U	U

Economics and Personal Finance Achievement Standards

1. Identify opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.

2. Use a rational decision making process as it applies to the roles of citizens, workers, and consumers.

3. Explain the importance of productivity, and discuss how specialization, division of labor, saving, investment in capital goods and human resources, and technological change affect productivity.

4. Explain why societies develop economic systems, identify the basic features of different economic systems.

5. Explain the role of core economic institutions and incentives in the U.S. economy.

6. Explain the role of exchange and money in an economic system and describe the effect of the interdependence on economic activity.

7. Describe the role of markets and prices in the U.S. economy.

8. Analyze the role of the law of supply and demand in the U.S. economy.

9. Describe different types of competitive structures and illustrate the role of competitive markets in the U.S. and other economies.

10. Manage limited personal financial resources and recognize that more of the wants and needs of members of a society can be satisfied if wise consumer decisions are made.

11. Explain how the U.S. economy functions as a whole and describe macroeconomic measures of economic activity such as gross domestic product, unemployment, and inflation.

12. Discuss the role of government in an economic system, especially the necessary and desirable role of government in the U.S. economy.

13. Describe rights and responsibilities of citizens in the U.S. economy, including their role in making decisions through the political process that affect the allocation of limited personal and public resources to meet individual and societal needs and wants.

14. Examine the importance of economic relationships among nations and discuss the role of international trade and investment and international monetary relations in the global economy.

15. Relate personal interests, wants, and abilities to career choices and assess how conditions in the labor market may affect career choices.

Description

An understanding of the fundamental concepts of economics and the ability to apply them to rational decision making in organizations and the lives of employees is one component of individual success and integration into a capitalistic society. While theoretical knowledge is worthwhile for its own sake, the ability to apply that knowledge in work situations thereby making reasoned and wise decisions contributes to the individual and the nation.

Both the Business Administration and Business Management programs require Introductory Economics I SSE101 in order to complete the program. While the theoretical knowledge taught in that course is valued, the teaching of economic concepts is not limited to this one experience. All of the NBEA Achievement Standards related to Economics and Personal Finance are taught in Introduction to Business AMM101. Following this course, Business Administration majors continue to learn these concepts at a higher level in Principles of Management AMM103 and Principles of Marketing AMM104, as well as require understanding of these fundamentals to pursue more advanced business knowledge. Business Management majors have a far greater opportunity to solidify their understanding of economics through their major

coursework. In addition to the courses noted above, economic concepts are taught and reinforced in Principles of Finance AMM102, Principles of Marketing AMM104, Principles of Real Estate AMM108, Business Law I AMM110, Basics of Advertising AMM115, Office and Personnel Management AMM120, Principles of Total Quality Management AMM139, Introduction to Credit Management AMM140, Accounts Receivable Financing AMM142, Organizing and Operating a Small Business AMM150, Principles of International Business AMM260, Global Marketing AMM262, International Finance AMM263 and Profile and Prospects of Business in New York City AMN195. There is particular emphasis on the teaching of concepts of economics and personal finance to students in the Business Finance option.

Assessment

The study of business requires a basic understanding of economic concepts. While Introductory Economics I is a requirement of the Business Administration and Business Management majors, these programs do not rely on that course to teach the knowledge that students require for the successful completion of major competencies.

All of the NBEA Achievement Standards for Economics and Personal Finance are taught in Introduction to Business AMM101. The more advanced courses more selectively use the theories already taught, continue the teaching at a higher level or assist the student in applying the concepts to the functional area of the course. There is no NBEA Achievement Standard in Economics and

Personal Finance that is forgotten in the Business Administration and Business Management curricula.

Recommendation

1. That the Managerial Studies faculty review the requirement of Introductory Economics SSE101 in the Managerial Studies programs, especially with consideration of the difficulties of articulation.

Economics, etc.	ACHIEVEMENT STANDARDS														
COURSES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AMM101	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
AMM102						T		C		T		C			
AMM103	U	U	T	U	U	U	U	U	U	U	U	U	U	U	U
AMM104		U		U			T	C		T			T	T	C
AMM108										T			C		
AMM110									T				T	U	
AMM111															
AMM115		U		U											
AMM120	T		T	T	T		T	T	T	T	T	T	T	T	T
AMM139		U	T	U			C	C							
AMM140	T	T	T		T	T	T	T	T	T	T	T	T	T	T
AMM141															
AMM142					C/U	C/U	C/U	C/U			C				
AMM150		U					T	T	U	T	T		T		T
AMM155															
AMM260							U	U	U	U	U	U		C	
AMM261															
AMM262							U	U	U	U	U	U		C	
AMM263								U		U	U	U		C	
AMN195					T										T
AMA111															T
AMA112															
AMA130										U					

Entrepreneurship Education Achievement Standards

1. Identify unique characteristics of an entrepreneur and evaluate the degree to which one possesses those characteristics.
2. Develop a marketing plan for an entrepreneurial venture.
3. Students will apply economic concepts when making decisions for an entrepreneurial venture.
4. Identify and use the necessary financial competencies needed by an entrepreneur.
5. Identify, establish, maintain, and analyze appropriate records to make business decisions.
6. Develop a management plan for an entrepreneurial venture.
7. Describe how cultural differences, export/import opportunities, and current trends in a global marketplace can affect an entrepreneurial venture.
8. Describe how ethics, government, and different forms of business ownership affect the entrepreneurial venture.
9. Develop a business plan.

Description

Entrepreneurship education is a recent addition to the curricula of many colleges and within the textbooks for many courses. While some texts confine the discussion of entrepreneurship to a section or chapter, more frequently, there are examples, boxed inserts, cases and videos that feature entrepreneurs, their ventures and relationships to the material being presented in the text.

In both the Business Administration and Business Management programs, entrepreneurship is taught in the first course, Introduction to Business AMM101. Specific aspects of this topic are taught in relationship to functional areas of business in Principles of Management AMM103 and Principles of Marketing AMM104. Treatment of entrepreneurship in relationship to more specific areas of business is included in Principles of Real Estate AMM108, Business Law I AMM110, Business Law II AMM111, Basics of Advertising AMM115, Office and Personnel Management AMM120, Introduction to Credit Management AMM140, and Organizing and Operating a Small Business AMM150. In the required accounting courses, Principles of Accounting I AMA111, Principles of Accounting II AMA112, and Accounting Applications for the Microcomputer AMA130, include all of the Entrepreneurship Education Achievement Standards.

A continuation of the introductory concepts of entrepreneurship is taught in Organizing and Operating a Small Business AMM150, Principles of International Business AMM260, and Profile and Prospect of Business in New York City AMN195. Application and use of the introductory concepts is expected in Principles of Management AMM103, Business Law I AMM110, Business Law II AMM111, Principles of Total Quality Management AMM139, Accounts Receivable Financing AMM142, Organizing and Operating a Small Business AMM150, Principles of International Business AMM260, Global

Marketing AMM262, Principles of Accounting II AMA112, and Accounting Applications for the Microcomputer AMA130.

Assessment

There would appear to be significant coverage of NBEA Achievement Standards in Entrepreneurship Education in a large number of courses in the curriculum. As indicated in the assessment of the National Standards (see previous section), the faculty have indicated that there may be potential to integrate even more entrepreneurial content.

There is an area of concern related to the Business Finance option. The catalog description of the program includes, "The program will examine the role of the credit department within a company and the career possibilities within the department. It will prepare the student for entry level positions in a credit department. Employment opportunities exist in manufacturing, banks, retail establishments, and factoring firms." This is in marked contrast with the evaluation of the entrepreneurial content of the option's course.

With regard to pre/co-requisites, an understanding of some level of Achievement Standards 1, 2, 6, 7, and 9 is required in Principles of Accounting II AMA112. However, there is no prerequisite to this course in which the achievement standards are taught.

It is a marked omission that issues related to global markets are not taught in Organizing and Operating a Small Business AMM150. Since many entrepreneurial ventures in New York City relate to importing and exporting this area would be necessary in the local business environment.

Recommendations

1. That the Department of Accounting and Managerial Studies review its courses to determine whether there is an appropriate level of coverage of topics in entrepreneurship.
2. That the apparent conflict between the catalog description and the first course in the Business Finance option be reconciled.
3. That the pre/co-requisite courses for Principles of Accounting II be reviewed.
4. That course content related to global issues be included in Organizing and Operating a Small Business AMM150.

Entrepreneurship	ACHIEVEMENT STANDARDS								
COURSES	1	2	3	4	5	6	7	8	9
AMM101	T	T	T	T	T	T	T	T	T
AMM102									
AMM103	U	U	U	U	U	U	U	U	T
AMM104		T	T				T		
AMM108		T	T	T			T		
AMM110								T	U
AMM111								T	U
AMM115							T	T	
AMM120	T		T	T	T		T		
AMM139		U	U	U	U	U			U
AMM140	T	T	T	T	T	T	T	T	
AMM141									
AMM142									
AMM150	C	T	T	C	U	T		T	T
AMM155									
AMM260	U					C	C	C	C
AMM261									
AMM262		U					U	U	
AMM263									
AMN195								C	
AMA111			T	T	T				
AMA112	U/T	U	T	T	U	U/T	U/T	T	U/T
AMA130				U	U/T				

Information Systems Achievement Standards

1. Describe current and emerging computer architecture, configure, install and upgrade hardware systems; diagnose and repair hardware problems.

2. Identify, select, evaluate, use, install, upgrade, and customize application software; diagnose and solve problems occurring from an application software's installation and use.

3. Identify, select, evaluate, use, install, upgrade, customize, and diagnose and solve problems with various types of operating systems, environments, and utilities.

4. Enter, sort, and retrieve date from databases; evaluate media and file structures; and plan, develop, and modify file specifications and database schema.

5. Use, select, evaluate, install, customize, plan, design, and diagnose and solve problems with communications and networking systems.

6. Use touch-keyboarding skills to enter and manipulate text and data.

7. Select and use word processing, desktop publishing, database, spreadsheet, presentation graphics, multimedia, and imaging Software and industry and subject-specific software.

8. Plan the selection and acquisition of information systems.

9. Analyze and design information systems using appropriate development tools.

10. Compare, evaluate, and demonstrate skills in the use of different types and levels of programming languages.

11. Design and implement security plans and procedures for information systems.

12. Establish and use a personal code of ethics for information systems use and management.

13. Assess the impact of information systems on society.

14. Select and apply information systems across the curriculum.

15. Describe positions and career paths in information systems.

Description

The faculty of the Department of Accounting and Managerial Studies support the use of computers as a tool in the workplace and in the learning process. Unfortunately, there is an insufficient number of computer labs and equipment to satisfy the needs of the Department (see section on equipment). For example, if each student enrolled in Introduction to Business AMM101 during the Fall I 1998 term had been required to complete one project using LaGuardia computer labs, 884 users would have been added to those already using the labs. There is not enough capacity to satisfy this number of students.

With regard to the NBEA Achievement Standards on Information Systems, the Managerial Studies faculty regard several of these competencies as falling outside of the sphere of what is taught in the discipline, with the exception of Standards 12 and 13, and for the required Accounting courses, Standard 4. It is expected that the majority of these achievement standards are taught in Introduction to Computers and their Applications CIS100. It should be noted that while the majority of the achievement standards relate to computer technologies, the issue of information systems includes the acquisition, use, and retrieval of information needed for decision making in the business environment.

Assessment

In five of the courses in Managerial Studies, students are either taught about or are expected to understand ethical issues related to information systems. In

these same courses, students are exposed to the societal and economic impact of information systems that they may create and use. The courses in which these issues are taught are Introduction to Business AMM101, Principles of Marketing AMM104, Basics of Advertising AMM115, and Principles of Personal Selling AMM155. Students are expected to have an understanding of these achievement standards in Principles of Management AMM103. The prerequisite course is Introduction to Business AMM101, in which the standards are taught.

Achievement Standards 1 and 2 are taught in Principles of Accounting I AMA111. In Accounting Applications for the Microcomputer AMA130, an understanding is expected of all standards except 6, 9, 10, 11 and 14. The student is taught the remaining standards at a higher level. The background knowledge for this course should be gained in the prerequisite course, Introduction to Computers and their Applications CIS100.

Recommendations

1. Since the Department is reliant upon the Department of Computer Information Systems to achieve most of its Information Systems competencies, that a process for communication of these competencies be initiated.
2. That the College provide sufficient computer laboratory space and technical support for all LaGuardia students.

Info Systems	ACHIEVEMENT STANDARDS														
COURSES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AMM101	T	T	T	T	T	T	T	T			T	T	T	T	T
AMM102															
AMM103	U	U	U	T	U	T	T	U	T	T	U	U	U	U	U
AMM104												T	T		
AMM108															
AMM110															
AMM111															
AMM115												T	T		
AMM120															
AMM139															
AMM140															
AMM141															
AMM142															
AMM150	T	T													
AMM155												T	T		
AMM260							U								
AMM261															
AMM262															
AMM263															
AMN195															
AMA111	T	T													
AMA112															
AMA130	U/T	U/T	U/T	U/T	U/T		U/T	U/T				U/T	U/T		U/T

International Business Achievement Standards

1. Explain the role of international business and analyze its impact on careers and doing business at the local, state, national, and international levels.
2. Apply communication strategies necessary and appropriate for effective and profitable international business relations.
3. Describe the social, cultural, political, legal, and economic factors that shape and impact the international business environment.
4. Describe the environmental factors that define what is considered ethical business behavior.
5. Explain the role, importance, and concepts of international finance and risk management.
6. Address special challenges in operations and management of human resources in international business.
7. Apply marketing concepts to international business.
8. Relate balance of trade concepts to the import/export process.
9. Identify forms of business ownership and entrepreneurial opportunities available in international business.

Description

International business is a relatively new discipline within the business curriculum. While in the past, the globalization of business was touched on very briefly today it is important for students to see the potential for impact from events and phenomena throughout the world on themselves and their personal environment. This is now accomplished by integrating concepts of international business throughout the courses in the curriculum and is a topic included as part of most current textbooks used in the Managerial Studies courses.

The Department of Accounting and Managerial Studies recently added an option in International Business to the Business Management major. As of this assessment, two of the courses that were developed for the option have not yet been offered. They are Global Marketing AMM262 and International Finance AMM263. The assessment that is provided for these courses is based on the course coordinator's expectation of the content of the course. This is also the case for Principles of Total Quality Management AMM139.

With the exception of Achievement Standard 2, all of the Achievement Standards related to International Business are taught in Introduction to Business AMM101, which is required by all Business Administration and Business Management majors. There is continuation of the discussion or an understanding required of international issues in Principles of Finance AMM102, Principles of Management AMM103, Principles of Marketing AMM104, Business Law I AMM110, Business LAW II AMM111, Basics of Advertising AMM115, Office and Personnel Management AMM120, Principles of Total Quality Management AMM139, Introduction to Credit Management AMM140, Financial Statement Analysis AMM141, Accounts Receivable Financing AMM142, Organizing and Operating a Small Business AMM150, and Principles of Personal Selling AMM155. All of the courses specifically designed for the International Business option either teach (T) or use (U) concepts of International Business as would be expected.

Assessment

In general, there is good coverage of issues of International Business within the required and elective courses of the curriculum. This is especially true for Business Management majors who select the International Business option or who choose those courses as electives within their curriculum.

Among the Achievement Standards with the weakest coverage are Standard 2 related to International Business Communications and Standard 8 concerning balance of trade concepts. As would be expected, these standards are taught within the International Business option. The coverage of Standard 2 is limited within the traditional curriculum due to the need to focus on communication within the domestic environment as a priority. Standard 8 would also be included in the required course Introductory Economics SSE101.

Recommendation

1. That the Managerial Studies faculty continue to infuse the curriculum with concepts of International Business as appropriate to individual courses and changes in the international business environment.

International	ACHIEVEMENT STANDARDS								
COURSES	1	2	3	4	5	6	7	8	9
AMM101	T		T	T	T	T	T	T	T
AMM102	U		U	U	U/T				
AMM103	U		U	U	T/U	U	U	U	U
AMM104	C	T	C	C		C	C		C
AMM108									
AMM110			T						
AMM111				T					
AMM115	U	T	T	C			T		
AMM120	T	T	T	T	T	T	T	T	T
AMM139						T			
AMM140	T		T	T	T	T			
AMM141					C				
AMM142					U				
AMM150	T			T	T				
AMM155				T					
AMM260	T	T	T	T	T	T	T	T	T
AMM261	U	T	U	U	U	U	U	T	U
AMM262	U	U	U	U	U	U	C	U	U
AMM263	U	U	U	U	C	U	U	U	U
AMN195									
AMA111									
AMA112									
AMA130		U							

Management Achievement Standards

1. Illustrate how the functions of management are implemented and explain whey they are important.
2. Compare and contrast the basic tenets of management theories and explain why they are important.
3. Analyze financial data influenced by internal and external factors in order to make long-term and short-term management decisions.
4. Justify the need to gain and maintain competitive advantage through the use of internal comparisons and external research services.
5. Describe the activities of human resources managers and their importance to the successful operation of the organization.
6. Identify various organizational structures and discuss the advantages and disadvantages of each.
7. Develop and use general managerial skills.
8. Define a code of ethics, develop a code of ethics, and apply a code of ethics to various issues confronted by businesses.
9. Identify, describe, and analyze the impact and relationship of government regulations and community involvement to business management decisions.
10. Describe the role of organized labor and its influence on government and business.
11. Apply generally accepted operations management principles and procedures to the design of an operations plan.

Description

The study of Management involves analyzing, synthesizing and evaluating data from the various functional areas of business and making informed decisions that benefit the various stakeholders in today's business organizations. This is an

area within the study of business that involves theoretical knowledge, critical thinking, and application skills.

The fundamentals of management are taught in the Managerial Studies prerequisite course, Introduction to Business AMM101. In subsequent courses in which managerial issues are taught, Principles of Finance AMM102, Principles of Accounting I AMA111, Basics of Advertising AMM115, Office and Personnel Management AMM120, Principles of Total Quality Management AMM139, Introduction to Credit Management AMM140 and Organizing and Operating a Small Business AMM150, they are related to the context of the specific area of business which is the subject of the course. For example, in the Principles of Finance course, students learn methods of comparing the competitiveness of a firm to another by reviewing performance expectations such as the current ratio. Of the remaining courses in the Business Administration and Business Management programs, all either continue the teaching or use managerial concepts in their content except for Business Law I AMM110, Business Law II AMM111, Financial Statement Analysis AMM141 and Export/Import Procedure and Documentation AMM261.

It is noteworthy to the Department and its faculty that Management Achievement Standard 8 related to ethics, is included in almost all of the courses in Managerial Studies programs. This is also true for Management Achievement Standard 9 related to government regulations and social responsibility. The faculty take

pride in their emphasis on teaching students the proper conduct of business within the appropriate legal, ethical and moral framework.

Assessment

The NBEA Achievement Standards related to the study of Management are met in an exemplary manner in the courses required for the Business Administration and Business Management majors. This is supported by the earlier assessment of the faculty related to the National Standards.

It may be useful for students to have the opportunity to have a capstone course or experience related to the development of a mastery of management issues related to their earlier academic programs. The requirement of the 60 credit program as well as issues of articulation may prove limiting, however the possibility of creating such an opportunity may be worth investigation.

Recommendations

1. That the possibility of developing a capstone course or experience that integrates all of the functional areas of management be explored.
2. That the Managerial Studies faculty consider the development of a course in Organizational Behavior.

Management	ACHIEVEMENT STANDARDS										
COURSES	1	2	3	4	5	6	7	8	9	10	11
AMM101	T	T	T	T	T	T	T	T	T	T	T
AMM102			C	T				C	C		
AMM103	C	C	C	C	C	C	U	U	U	U	U
AMM104				C		C		C	C		C
AMM108				C				C	C		
AMM110											
AMM111											
AMM115				T				C			
AMM120	T	T	T	T	T	T	T	T	T	T	T
AMM139	T		T	T		T		C	C		T
AMM140	T		T			T	T	T			
AMM141											
AMM142	C		U			U	U		U		C
AMM150	T		T	T	T	T	T	T			T
AMM155								U			
AMM260	U	U	U	U	U	U	U	U	U	U	U
AMM261											
AMM262	U	U	U	U	U	U	U	U	U		
AMM263	U		U					U	U		
AMN195									C		C
AMA111			T			T					
AMA112	U		C	C	U	C	U/C	U/C	U	U	U
AMA130			U				U				

Marketing Achievement Standards

1. Identify the roles of marketing and analyze the impact of marketing on the individual, business, and society.
2. Define, develop, and apply a code of ethics to various marketing issues.
3. Identify and explain how external factors influence/dictate marketing decisions.
4. Demonstrate the ability to use the latest technology in marketing activities
5. Explain the role of pricing in the marketing process and describe and use various pricing strategies.
6. Apply distribution processes and methods to develop distribution plans.
7. Identify the four general forms of promotion and determine how each contributes to successful marketing.
8. Develop, implement, and evaluate a marketing research project.
9. Identify numerous marketing variables and strategies in dealing with a diversified marketplace.
10. Develop a marketing plan encompassing all of the necessary components.
11. Apply forecasting principles and methods to determine sales potential for specific products.

Description

Marketing is one of the primary functional areas in the study of business. It is for this reason it is so highly represented in the Managerial Studies courses. Of the required courses for Business Administration majors, the only one in which it is not taught (T), continued (C), or an understanding (U) required is Principles of Accounting I AMA111. For Business Management majors, all courses, except those related to the Business Finance option (Introduction to Credit Management

AMM140, Financial Statement Analysis AMM141, and Accounts Receivable Financing AMM142) have marketing as some part of the course. Discussion of marketing is limited in Principles of Finance AMM102, Principles of Real Estate AMM108, and Profile and Prospects of Business in New York City AMN195. This is appropriate, especially in the case of Principles of Real Estate AMM108 which has a state mandated curriculum. NBEA Achievement Standards 7 through 11 receive lesser exposure than Standards 1 through 6. This is because those standards represent higher level marketing concepts. Standards 10 and 11 in which students develop a marketing plan and apply forecasting methods receive particularly light treatment. These concepts are taught in Principles of Marketing AMM104, Basics of Advertising AMM115, and Principles of Total Quality Management AMM139.

Assessment

The requirements of the NBEA regarding Marketing Achievement Standards are substantially met in the Business Administration and Business Management programs. Students have several opportunities to learn, reinforce and apply their marketing knowledge throughout their major studies.

Two standards that are not met completely are Standard 10 related to development of a marketing plan and Standard 11 related to forecasting. In all introductory Marketing textbooks, the material leading to preparation of a marketing plan is taught throughout the term with the plan itself being in the final

chapters. Preparation of a marketing plan would generally begin in a second marketing course that the Department does not offer. Elementary forecasting is taught in several courses, however students lack the quantitative background (calculus) to produce reliable results in real situations. Another concern related to Standard 11 is that understanding (U) of this standard in required in Global Marketing AMM262 and Profile and Prospects of Business in New York City AMN 195 continues the teaching of this standard, however, none of the courses in which the standard is taught are prerequisite to these courses.

Recommendations

1. That the Department continue its consideration of the development of a Marketing option. New, more advanced courses would then be developed.
2. That prerequisites and content related to forecasting be reviewed for Profile and Prospects of Business in New York City AMN195 and Global Marketing AMM262.

Marketing	ACHIEVEMENT STANDARDS										
COURSES	1	2	3	4	5	6	7	8	9	10	11
AMM101	T	T	T	T	T	T	T	T	T	T	
AMM102								T	T		
AMM103	U	U	U	U	U	U	U	U	U	U	U
AMM104	C	C	C	C	C	C	C	T	T	T	T
AMM108			C	T	U						
AMM110		T									
AMM111		U									
AMM115		C	C	C	U	U	C		C		T
AMM120	T	T	T	T	T	T	T	T	T	T	
AMM139	U	U	U	U				T	T		T
AMM140											
AMM141											
AMM142											
AMM150	T	T		T	T	T	T	T	T	T	
AMM155	U	C	C	U	U	U	U	C	U		
AMM260	U	U	C	C	C	C	C	U	U		
AMM261		U	U	U	U	U			U		
AMM262	U	U	C	C	C	C	C	U	C	C	U
AMM263											
AMN195			U	C				U			C
AMA111											
AMA112	U	U/C	U	U/C	U/C	U/C	U/C	U	U	U	U/C
AMA130					U						

Assessment of Curriculum and Delivery of Instruction Continued
Course Evaluation

Description

In line with the work of Cunningham and Omolayole and the standards of the National Business Education Association previously cited, the faculty in Managerial Studies determined that it was appropriate to configure the results of the assessment by content area reported in the previous section on a course by course basis. This would enable faculty members to identify and evaluate the component elements of each course. Then, each of twenty-three Managerial Studies courses was reviewed by the course coordinator with regard to the level at which students are being taught the performance objectives. This developmental approach is based on Bloom's Taxonomy of Educational Objectives. The expected level of student performance for each competency level was based on the following notation:

Level 1: Recall knowledge (rote memory)
Level 2: Comprehension (ability to grasp conceptual ideas)
Level 3: Application (problem solving or situational assessment)
Level 4: Analysis (contrast and compare ideas/factual information)
Level 5: Synthesis (bringing different ideas together)
Level 6: Evaluation (judgement)
Levels 1 - 4 are recommended for undergraduate courses and Levels 5 - 6 for graduate courses

The tables that follow this section include for each Managerial Studies course: a table that describes the content area performance objectives that are taught (T), continued (C), or must be understood (U) prior to entry into the course and a

table that indicates at what level, according to Bloom's Taxonomy, that knowledge is required.

Assessment

A written report at the level of complexity that is required by these data would be cumbersome for the faculty to write and for the reader as well. The intended use of these data relates to the general recognition that Managerial Studies course outlines will require revision and that this analysis will become an integral part of that process. More specifically, it is recognized that some courses will require inclusion of additional content areas, others will require a raising of the level of competency expected, while overall there needs to be a review of the flow of level of competency expected within a content area from course to course.

Recommendation

1. That the Managerial Studies faculty utilize these data as they revise courses and attendant syllabi.

AMM 101	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting	U	U	U	U	U										
Business Law	T	T	T	T						T					
Career Development	T	T	T	T	T	T									
Communications	T	T	T	T	T										
Computation	U	U	U	U	U	U									
Economics and Personal Finance	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
Entrepreneurship Education	T	T	T	T	T	T	T	T	T						
Information Systems	T	T	T	T	T	T	T	T			T	T	T	T	T
International Business	T	T	T	T	T	T	T	T	T						
Management	T	T	T	T	T	T	T	T	T	T	T				
Marketing	T	T	T	T	T	T	T	T	T	T					

AMM101	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting	3	3	3	3	3										
Business Law	3	3	3	4						3					
Career Development	4	4	4	4	4	4									
Communications	4	4	3	3	4										
Computation	4	4	3	3	4	4									
Economics and Personal Finance	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4
Entrepreneurship Education	4	4	4	4	4	5	4	5	4						
Information Systems	4	4	4	3	4	3	3	3			4	4	4	4	4
International Business	4	3	3	4	4	3	3	4	3						
Management	4	4	4	4	4	4	4	4	4	4	4				
Marketing	4	4	4	4	4	4	4	4	4	4					

AMM 102	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting		U													
Business Law															
Career Development						C									
Communications	T		T	T											
Computation	U	U	U	U	C	T/U									
Economics and Personal Finance						T		C		T		C			
Entrepreneurship Education															
Information Systems															
International Business	U		U	U	U/T										
Management			C	T				C	C						
Marketing								T	T						

AMM102	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting		4													
Business Law															
Career Development						4									
Communications	4		4	3											
Computation	1	2	2	4	3	4									
Economics and Personal Finance						4		4		4		4			
Entrepreneurship Education															
Information Systems															
International Business	4		3	4	4										
Management			3	4				4	3						
Marketing								4	4						

AMM 103	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting	U	U	U	U	U										
Business Law	U	U	U	U						U					
Career Development	U	U	U	U	U	U									
Communications	U	U	U	U	U										
Computation	U	U	U	U	U	U									
Economics and Personal Finance	U	U	T	U	U	U	U	U	U	U	U	U	U	U	U
Entrepreneurship Education	U	U	U	U	U	U	U	U	T						
Information Systems	U	U	U	T	U	T	T	U	T	T	U	U	U	U	U
International Business	U		U	U	T/U	U	U	U	U						
Management	C	C	C	C	C	C	U	U	U	U	U				
Marketing	U	U	U	U	U	U	U	U	U	U	U				

AMM103	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting	2	2	3	2	3										
Business Law	2	2	4	4						2					
Career Development	4	4	4	4	4	4									
Communications	4	4	3	4	4										
Computation	4	4	4	4	4	3									
Economics and Personal Finance	4	4	4	4	4	3	4	3	4	4	4	4	4	4	4
Entrepreneurship Education	4	4	3	4	4	4	4	4	4						
Information Systems	3	3	2	3	4	4	3	4	3	3	3	4	4	4	4
International Business	4		2	4	3	3	4	3	4						
Management	4	4	4	4	4	4	4	4	4	4	4				
Marketing	4	4	4	4	3	3	4	3	3	4	4				

AMM 104	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law		T													
Career Development															
Communications	T	T	T	T	T										
Computation	U	U	U	U	U	T/U									
Economics and Personal Finance		U		U			T	C		T			T	T	C
Entrepreneurship Education		T	T				T								
Information Systems												T	T		
International Business	C	T	C	C		C	C		C						
Management				C		C		C	C		C				
Marketing	C	C	C	C	C	C	C	T	T	T	T				

AMM104	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law		4													
Career Development															
Communications	4	4	4	4	4										
Computation	1	2	2	2	2	3									
Economics and Personal Finance		3		3			4	4		4			4	3	3
Entrepreneurship Education		4	3				4								
Information Systems												4	4		
International Business	4	4	3	2		3	3		3						
Management				4		4		4	4		3				
Marketing	4	4	4	4	4	3	4	4	4	4	3				

AMM 108	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law		T	T		T										
Career Development		T	T		T										
Communications	T	T	T	T	T										
Computation	U	U	U	U	U	U									
Economics and Personal Finance										T			C		
Entrepreneurship Education		T	T	T			T								
Information Systems															
International Business															
Management				C				C	C						
Marketing			C	T	U										

AMM108	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law		3	4		4										
Career Development		4	4		4										
Communications	4	4	4	4	4										
Computation	1	2	2	2	2	4									
Economics and Personal Finance										4			4		
Entrepreneurship Education		4	4	4			3								
Information Systems															
International Business															
Management				4				4	3						
Marketing			3	4	3										

AMM 110	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law	T	T	T					T	T						
Career Development	T		T			T									
Communications	T	T		T	T										
Computation															
Economics and Personal Finance									T				T	U	
Entrepreneurship Education								T	U						
Information Systems															
International Business			T												
Management															
Marketing		T													

AMM110	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law	4	3	3					2	3						
Career Development	3		4			4									
Communications	4	4		4	4										
Computation															
Economics and Personal Finance									3				3	4	
Entrepreneurship Education								4	4						
Information Systems															
International Business			3												
Management															
Marketing		3													

AMM 111	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law	T/C	T/C	T/C	T	T		T								
Career Development	T/U		T			T									
Communications	T	T		T	T										
Computation															
Economics and Personal Finance								T	U						
Entrepreneurship Education															
Information Systems															
International Business				T											
Management															
Marketing		U													

AMM111	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law	4	3	4	4	3		3								
Career Development	4		4			4									
Communications	4	4		4	4										
Computation															
Economics and Personal Finance															
Entrepreneurship Education								4	4						
Information Systems															
International Business				2											
Management															
Marketing		3													

AMM 115	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law															
Career Development															
Communications	T	T	T	T	T										
Computation	U	U	U	U	U	U									
Economics and Personal Finance		U		U											
Entrepreneurship Education							T	T							
Information Systems												T	T		
International Business	U	T	T	C			T								
Management				T				C							
Marketing		C	C	C	U	U	C		C		T				

AMM115	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law															
Career Development															
Communications	4	4	4	4	4										
Computation	1	2	2	3	2	4									
Economics and Personal Finance		3		3											
Entrepreneurship Education							4	4							
Information Systems												4	4		
International Business	3	4	3	4			4								
Management				3				4							
Marketing		4	3	4	3	3	4		4		4				

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AMM 120	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law	T	T		T		T									
Career Development	T	T	T	T	T	T									
Communications	T	T	T	T	T										
Computation	T	T	T	T		T									
Economics and Personal Finance	T		T	T	T		T	T	T	T	T	T	T	T	T
Entrepreneurship Education	T		T	T	T		T								
Information Systems															
International Business	T	T	T	T	T	T	T	T	T						
Management	T	T	T	T	T	T	T	T	T	T	T				
Marketing	T	T	T	T	T	T	T	T	T	T					

AMM120	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law	2	2		2		2									
Career Development	3	2	2	3	3	3									
Communications	3	3	3	2	3										
Computation	2	2	2	2		3									
Economics and Personal Finance	2		2	2	2		2	2	2	2	2	2	2	1	2
Entrepreneurship Education	1		2	2	3		2								
Information Systems															
International Business	2	2	2	3	2	2	1	1	2						
Management	3	3	2	3	3	2	3	3	3	2	3				
Marketing	2	2	2	1	1	2	1	2	2	1					

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AMM 139	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law															
Career Development															
Communications	T	T	T	T	T										
Computation	U	U	U		U	U									
Economics and Personal Finance		U	T	U			C	C							
Entrepreneurship Education		U	U	U	U	U			U						
Information Systems															
International Business						T									
Management	T		T	T		T		C	C		T				
Marketing	U	U	U	U				T	T		T				

AMM139	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law															
Career Development															
Communications	4	4	4	4	4										
Computation	1	2	2		3	3									
Economics and Personal Finance		3	4	4			4	3							
Entrepreneurship Education		4	4	4	3	4			3						
Information Systems															
International Business						4									
Management	4		4	4		4		4	3		4				
Marketing	3	3	3	3				4	4		4				

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AMM 140	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting	T	T	T	T	T										
Business Law	T	T		T		T									
Career Development	T	T	T	T	T	T									
Communications															
Computation	T	T	T	T	T	T									
Economics and Personal Finance	T	T	T		T	T	T	T	T	T	T	T	T	T	T
Entrepreneurship Education	T	T	T	T	T	T	T	T							
Information Systems															
International Business	T		T	T	T	T									
Management	T		T			T	T	T							
Marketing															

AMM140	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting	2	3	3	3	2										
Business Law	2	2		2		3									
Career Development	2	2	3	3	3	2									
Communications															
Computation	3	3	3	3	3	3									
Economics and Personal Finance	2	2	2		2	3	3	2	3	3	2	2	2	2	3
Entrepreneurship Education	1	2	2	2	3	2	3	2							
Information Systems							2								
International Business	2		2	3	3	2									
Management	2		3			2	2	3							
Marketing															

AMM 141	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting	C	C	C	C											
Business Law				T		T									
Career Development	T	T	T	C	C	C									
Communications															
Computation	T	T	T	C		C									
Economics and Personal Finance															
Entrepreneurship Education															
Information Systems															
International Business					C										
Management															
Marketing															

AMM141	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting	2	2	3	3											
Business Law				2		3									
Career Development	2	2	2	3	3	3									
Communications															
Computation	3	3	1	2		3									
Economics and Personal Finance															
Entrepreneurship Education															
Information Systems															
International Business					2										
Management															
Marketing															

AMM 142	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting	U	U	U	U	U										
Business Law				C		C									
Career Development	C	C	C	U	U	U									
Communications															
Computation	C	C	C	C		C									
Economics and Personal Finance					C/U	C/U	C/U	C/U			C				
Entrepreneurship Education															
Information Systems															
International Business					U										
Management	C		U			U	U		U		C				
Marketing															

AMM142	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting	3	2	3	4	3										
Business Law				2		3									
Career Development	2	3	2	3	3	3									
Communications															
Computation	3	3	2	2		6									
Economics and Personal Finance					4	4	3	3			3				
Entrepreneurship Education															
Information Systems															
International Business					4										
Management	2		4			3	2		4		3				
Marketing															

153

154

AMM 150	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting	U	U	U	T	T										
Business Law	T/U	T	T	T		T				T					
Career Development	T	U	U												
Communications	U	U	U		U										
Computation	U	U			T	U									
Economics and Personal Finance		U					T	T	U	T	T		T		T
Entrepreneurship Education	C	T	T	C	U	T		T	T						
Information Systems	T	T													
International Business	T			T	T										
Management	T		T	T	T	T	T	T			T				
Marketing	T	T		T	T	T	T	T	T	T					

AMM150	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting	1	4	2	4	4										
Business Law	2	2	1	3		2				2					
Career Development	3	2	2												
Communications	3	2	4		3										
Computation	2	2			1	4									
Economics and Personal Finance		4					2	2	2	2	1		2		4
Entrepreneurship Education	3	3	2	2	2	2	2	2	3						
Information Systems	4	4													
International Business	4			4	4										
Management	3	2	2	2	1	3	3	2			2				
Marketing	3	3		3	3	3	3	3	3	3					

AMM 155	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law															
Career Development	T	T	T	T	T	T									
Communications	T	T	T	T	T										
Computation															
Economics and Personal Finance															
Entrepreneurship Education															
Information Systems												T	T		
International Business				T											
Management								U							
Marketing	U	C	C	U	U	U	U	C	U						

AMM155	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law															
Career Development	4	4	3	4	4	4									
Communications	4	1	1	1	3										
Computation															
Economics and Personal Finance															
Entrepreneurship Education															
Information Systems												4	4		
International Business				2											
Management								3							
Marketing	3	3	3	2	2	2	2	3	2						

AMM 260	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law				U											
Career Development		C	C		C										
Communications	U	U	U		U										
Computation	U	U	U	U	U	U									
Economics and Personal Finance							U	U	U	U	U	U		C	
Entrepreneurship Education	U					C	C	C	C						
Information Systems							U								
International Business	T	T	T	T	T	T	T	T	T						
Management	U	U	U	U	U	U	U	U	U	U	U				
Marketing	U	U	C	C	C	C	C	U	U						

AMM260	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law				4											
Career Development		4	4		2										
Communications	4	4	4		4										
Computation	1	2	2	3	1	3									
Economics and Personal Finance							4	4	4	4	4	4		4	
Entrepreneurship Education	4					4	4	4	3						
Information Systems							4								
International Business	4	4	4	4	4	4	4	4	4						
Management	4	4	4	4	4	4	3	3	3	3	2				
Marketing	3	3	3	4	3	3	3	3	3						

165

166

AMM 261	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law															
Career Development															
Communications	U	U													
Computation	U	U	U	U	U	U									
Economics and Personal Finance															
Entrepreneurship Education															
Information Systems															
International Business	U	T	U	U	U	U	U	T	U						
Management															
Marketing		U	U	U	U	U			U						

167

168

AMM261	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law															
Career Development															
Communications	4	4													
Computation	1	2	2	3	1	3									
Economics and Personal Finance															
Entrepreneurship Education													3		
Information Systems															
International Business	4	4	4	4	4	4	4	4	4						
Management															
Marketing		3	3	4	3	3			3						

AMM 262	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting					U										
Business Law				U											
Career Development															
Communications	U	U	U												
Computation	U	U	U	U	U	U									
Economics and Personal Finance							U	U	U	U	U	U		C	
Entrepreneurship Education		U					U	U							
Information Systems															
International Business	U	U	U	U	U	U	C	U	U						
Management	U	U	U	U	U	U	U	U	U						
Marketing	U	U	C	C	C	C	C	U	C	C	U				

AMM262	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting					4										
Business Law				4											
Career Development															
Communications	4	4	4												
Computation	1	2	2	3	1	3									
Economics and Personal Finance							4	4	4	4	4	4		4	
Entrepreneurship Education		4					3	4							
Information Systems															
International Business	4	4	4	4	4	4	4	4	4						
Management	4	4	4	3	4	4	3	3	3						
Marketing	3	3	3	4	3	4	3	3	3	4	4				

173

174

AMM 263	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law				U		U									
Career Development															
Communications	U	U	U												
Computation	U	U	U	U	U	U									
Economics and Personal Finance								U		U	U	U		C	
Entrepreneurship Education															
Information Systems															
International Business	U	U	U	U	C	U	U	U	U						
Management	U		U					U	U						
Marketing															

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AMM263	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law				4		4									
Career Development															
Communications	4	4	4												
Computation	1	2	2	3	1	3									
Economics and Personal Finance								4		4	4	4		4	
Entrepreneurship Education															
Information Systems															
International Business	4	4	4	4	4	4	4	4	4						
Management	4		4					3	3						
Marketing															

AMN 195	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law															
Career Development		T		T	T	T									
Communications															
Computation	C				C										
Economics and Personal Finance					T										T
Entrepreneurship Education								C							
Information Systems															
International Business															
Management									C		C				
Marketing			U	C				U			C				

AMN195	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting															
Business Law															
Career Development		3		3	3	3									
Communications															
Computation	1				1										
Economics and Personal Finance					4										4
Entrepreneurship Education								3							
Information Systems															
International Business															
Management									2		3				
Marketing			3	4				4			4				

AMA 111	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting	T	T	T	T	T										
Business Law				T		T									
Career Development			U												
Communications	U														
Computation	U	U				T									
Economics and Personal Finance															T
Entrepreneurship Education			T	T	T										
Information Systems	T	T													
International Business															
Management			T			T									
Marketing															

AMA111	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting	3	4	4	3	2										
Business Law				2		2									
Career Development			2												
Communications	2														
Computation	4	4				4									
Economics and Personal Finance															
Entrepreneurship Education			4	4	3										
Information Systems															
International Business															
Management			4			2									
Marketing															

AMA 112	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting	U	U/T	T	T	T										
Business Law	U	C	U	C	U	U	U	U	U	U					
Career Development	U	U	T	T	U	T									
Communications	U	U	U	U	U										
Computation	U	U/T	U	U	U	T									
Economics and Personal Finance															
Entrepreneurship Education	U/T	U	T	T	U	U/T	U/T	T	U/T						
Information Systems															
International Business															
Management	U		C	C	U	C	U/C	U/C	U	U	U				
Marketing	U	U/C	U	U/C	U/C	U/C	U/C	U	U	U	U/C				

AMA112	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting	4	4	4	4	4										
Business Law	4	4	4	4	4	4	4	2	2	4					
Career Development	4	4	4	4	4	4									
Communications	4	4	4	4	4										
Computation	4	4	4	4	4	4									
Economics and Personal Finance															
Entrepreneurship Education	4	4	4	4	4	4	4	4	4						
Information Systems															
International Business															
Management	4		4	4	2	4	2	4	2	2	2				
Marketing	4	4	4	4	4	4	4	2	4	4	4				

AMA 130	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting	U	U	U	U	U										
Business Law							U								
Career Development			U												
Communications	U	U	U/T	U	U										
Computation	U/T	U/T	U/T	U/T	U/T	U/T									
Economics and Personal Finance										U					
Entrepreneurship Education				U	U/T										
Information Systems	U/T	U/T	U/T	U/T	U/T		U/T	U/T				U/T	U/T		U/T
International Business		U													
Management			U				U								
Marketing					U										

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AMA130	ACHIEVEMENT STANDARDS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accounting	2	3	3	3	2										
Business Law							1								
Career Development			2												
Communications	4	3	4	3	3										
Computation	3	3	3	3	3	3									
Economics and Personal Finance										3					
Entrepreneurship Education				3	3										
Information Systems	2	3	2	3	2		3	2				2	2		2
International Business		2													
Management			2				2								
Marketing					2										

193

194

Survey of Cooperative Education Employers

Description

As part of the assessment process, the Accounting & Managerial Studies Department elected to conduct interviews with Cooperative Education employers for the purpose of evaluating the success of our interns. The department's goal was to determine if present course offerings prepared students adequately for current job market demands. Many of the companies visited have had exposure to LaGuardia interns, particularly those from Accounting and Managerial Studies, for several years. The companies interviewed were American Insurance Group, Canadian Consulate, Office of the Comptroller – City of New York (Division of Personnel and Budget), PSC CUNY, Queens Symphony Orchestra, Regional Plan Association, Department of Transportation, Danskin, Rockefeller Foundation, East-West Institute, Benetton and the Long Island City Business Development Corporation. Summaries of the interviews follow this section.

Faculty from the Division of Cooperative Education selected employer interview sites. Site coordinators from the Division accompanied Department faculty during the interviews.

Assessment

Internships ranged from accounting to administrative and computer related work. Students were assigned tasks such as: preparing and processing source documents, database entries, filing, regular mailings, faxing, administrative

activities, preparation of materials for instruction, utilizing customized computer programs, input to and even instruction of segments of training exercises when deemed appropriate. The range of activities was extremely varied.

Supervisors indicated that, in general, students handled themselves professionally, had good appearance and a positive attitude towards employment. Managers were favorably impressed with students' knowledge as well as their energy and eagerness to learn. One manager reported she would prefer hiring LaGuardians as accounting interns, as opposed to temporary employees from an accounting service, since LaGuardians have higher level skills. Interns also brought some good business skills to the workplace and their interview skills were effective giving an overall favorable impression.

The primary weaknesses noted in most interns included limited verbal and written skills. Specific mention was made by a number of employers about students' lack of familiarity with business communication formats including memoranda, e-mail and business letters. There was also some lack of interpersonal skills, such as confidence and critical thinking dexterity amongst others, that limited student potential in the business world. Another weakness observed was the fact that many interns were not universally proficient in the computer skills which the employer required.

Recommendations

In analyzing all the employers responses, the following is a review of recommendations the Accounting & Managerial Studies Department may consider to better improve the professionalism of our interns.

1. That opportunities for students to expand their knowledge of computers and technology be increased.
2. That students be encouraged to gain proficiency in keyboarding skills.
3. That the College make a commitment to teaching the kinds of oral and written communication skills that students will need in their employment.
4. That assertiveness training programs be incorporated into the College experience.

Employer Interview Report
American Insurance Group
Conducted by: Prof. Karlen

Interviews were conducted with four managers who had experience with LaGuardia interns. Each manager had either ten years dealing with LaGuardia students or had known at least twenty students. The areas which the managers represented were: Reinsurance Accounting, Vendor Operations Accounting Controller's, and Investment Accounting. These departments are only interested in students who are Accounting majors.

All of the managers were favorably impressed with LaGuardia students' knowledge of basic accounting. Each noted in independent interviews that, "They know their debits and credits." The AIG staff indicated that students must also have very good knowledge of Excel and should be able to learn the corporate accounting database system in a short amount of time. They felt that due to careful screening the students that had been employed had met or surpassed the technical accounting requirements of the positions that they held. One manager reported that she would prefer hiring a LaGuardia intern to an Accounting temp since the LaGuardian would have higher level skills.

The weaknesses noted in LaGuardia students include limited verbal and written ability and lack of interpersonal skills. It was noted that LaGuardia students are particularly weak in sending e-mail and brief memoranda, such as requesting information from another department. They do not appear to understand how

communications must be altered to reflect the receiver's position in the organizational hierarchy. Two managers noted that some LaGuardia students lack initiative and fail to extend themselves beyond basic expectations. AIG has employed over ten LaGuardia graduates on a permanent basis. Even some of those are "lacking in the drive to move up."

With regard to changes to the Accounting profession, the AIG managers felt that the changes were only in public accounting and did not reflect on managerial accounting in any way.

The recommendations that were made include:

- Improve the students' business communication skills (not composition)
- Students should be able to interpret the meaning of accounting not just perform transactions (What does a debit balance in a liability account mean? How do balance sheet accounts relate to statements of profit and loss?)
- Students need to open their focus to a task
- Students need to develop initiative and recognize that a job does not mean "nine to five".

In terms of recommendations to the faculty, the managers indicated that students would be expected to have increasing familiarity with Microsoft products. Complete ease of use of Excel is expected for all accounting positions at AIG.

Employer Interview
Canadian Consulate
Interviewer: Prof. Karlen

The Canadian Consulate has had LaGuardia students from a variety of majors employed there for almost twenty years in many different departments and positions. This interview was held with the Head of the Research Center who has worked with LaGuardians for a period of eight years.

The supervisor indicated that the students whom he supervised handled themselves professionally and had a positive attitude toward employment and their positions. It should be noted that among LaGuardia students, internships at the Canadian consulate are prized. The consulate staff felt that it was an advantage that all of the students that had worked in the Research Center had been bilingual, even though it was not English/French, as in Canada. This gave them the additional perspective of the necessity to provide all information on the Consulate's website in parallel format in the two languages.

Among the weaknesses noted is a tendency to overcommit in the beginning on the part of the interns. Their willingness exceeded their ability to produce outcomes. The supervisor felt that this is substantially due to the large number of commitments that the students have in their academic, personal and work lives. Another area that was felt as having potential for improvement is complex problem solving.

The Head of the Research Center felt that in the future there would be additional need for website creation and maintenance skills.

Employer Interview
Office of the Comptroller – City of New York
Division of Personnel and Budget
Interviewer: Mr. Wharton

Two managers at the Office of the Comptroller, City of New York were interviewed regarding LaGuardia interns in the Accounting major. LaGuardia students have been employed in this office for approximately twenty years. The duties of the internship include preparing and processing source documents pertaining to the status of the pension funds of municipal employees. This employer hires only Accounting majors.

The managers indicated that LaGuardia students bring good business skills to the workplace. Of special note is their knowledge of spreadsheet preparation and their readiness to work immediately.

The weaknesses cited include poor communications skills on the part of some of the interns and lack of knowledge of government accounting. Since LaGuardia does not offer a course in government accounting this second weakness is not unexpected.

This employer sees a special need for spreadsheet preparation, word processing and database management in the future.

The internship is a non-paid position. Previously, the interns were given a stipend to cover the cost of transportation between home and the work site. Because of budget shortfalls a few years ago, the stipend was discontinued. Our interns find themselves financially strapped while working at this internship site. Financial problems aside, the employers interviewed said that the students found the internship rewarding, and a few became employed full time at the agency after graduation.

Employer Interview
PSC CUNY
Interviewer: Prof. Silverman

The PSC CUNY has employed students from the majors of Accounting, Business Administration and Business Management for a period of six years. The individual who currently serves as their supervisor finds that in general, LaGuardia students bring good business skills and high intelligence to the workplace. It was specifically noted that students have a good knowledge of the Accounting process and mathematical skills. They are motivated and energetic and have a willingness to learn.

Weaknesses that were noted are communication skills, especially for foreign students, and the need for better theoretical and practical knowledge. It was recommended that students have better management skills prior to their internships. Specific recommendations include better preparation of students regarding asset management modeling programs and scenario building related to balance sheets and income statements.

The supervisor felt that students need to have a well-rounded background and the current course offerings provide that. For the future, increased AMO116 are perceived as a need, especially in Excel and Lotus for accounting. The PSC CUNY would also prefer that students have additional finance background.

Internships at PSC CUNY are not paid however students receive as stipend of between $300 and $350. Individuals who are hired full-time receive full tuition remission.

Employer Interview
Queens Symphony Orchestra
Interviewer: Ms. Lytle

This work site, the Queens Symphony Orchestra, normally receives students who lack English communications skills. However, they are equipped for the most part with good organizational skills and basic understanding of business office procedures. Interns are assigned several tasks such as database entries, filing, regular mailings and faxing. As the semester progresses, their English communications skills improve and so does job performance, providing them with the confidence necessary to answer telephones and become telemarketers.

The number one weakness observed is lack of confidence. As their supervisor explained, it seems LaGuardia students are unable to show any problem solving skills, or their critical thinking skills are not at par. The supervisor assumes this problem stems from the fact that students are not confident enough to assume responsibility. The other weakness shown is lack of computer language skills. All the interns assigned have no knowledge of Microsoft Access, or Excel, or do not know how to do mail merge, which is an essential tool that the Queens Symphony Orchestra uses for their periodic mailings.

The supervisor felt that our students required more knowledge of basic computer programs and the Internet. Programs such as Microsoft Access, Excel, Word and accounting software programs such as Peachtree, QuickBooks were noted. Interaction skills and communications skills were mentioned as the primary items

that needed improvement. Another item was a "customer service" type attitude toward the business world.

Employer Interview
Regional Plan Association
Interviewer: Prof. Santamaria

One manager at the Regional Plan Association expressed satisfaction with some of the business skills students bring to workplace. He referred positively to the computer skills especially knowledge of Excel which students bring to the job. This manager also noted that students have a good appearance and interview skills and are willing and open to learning on the job.

All of the students hired by the Regional Plan Association are Accounting majors. It was recommended that more emphasis be placed in the Accounting program on fund accounting, cost allocation, project financing, budgeting, and project evaluation and control. This manager also noted that there is a general inability by interns to write memos. He also recommended that students receive assertiveness training in relationship to their work on the job.

Employer Interview
Department of Transportation
Interviewer: Prof. Karlen

LaGuardia interns have been employed at this site for approximately six years. The manager of the facility as a preference for business administration, business management or computer information systems majors. Since the facility is a training site for the Department of Transportation there is flexibility regarding the types of assignments given. LaGuardia interns have performed administrative activities, preparation of materials for instruction, customization of computer programs, an even instruction of segments of training exercises when deemed appropriate.

In general, LaGuardia interns are thought to bring good skills with them to their employment. The areas in which they are lacking our self-confidence, problem solving, and communications skills. This supervisor noted specifically that the communications skills that require improvement include telephone usage and message taking, memo writing, and the ability to transmit business information verbally. It was her opinion that additional English composition or literature courses would not solve the problem.

For the future, it was recommended that students have greater facility with the Internet and computers.

Employer Interview
Danskin
Interviewer: Prof. Karlen

This employer hires interns to assist in a public relations/customer service position. The intern tracks monthly media coverage, assists in the preparation of reports and the preparation of samples for media events among other activities.

This employer feels that the preparation of LaGuardia students is excellent in terms of their coursework. The skills that were noted as lacking are knowledge of workplace expectations and protocol in the ability to choose appropriate business communications methods. This employer noted difficulty with the current intern regarding lateness. absenteeism and office demeanor. It is the first time she had had such negative experience with a LaGuardia student. It is interesting to note that this is also the first liberal arts student to have been assigned to the supervisor.

This organization believes that in the future they will require increased Internet and e-commerce knowledge. They would also look forward to hiring students with marketing majors.

Employer Interview
Rockefeller Foundation
Interviewer: Prof. Karlen

The Rockefeller Foundation hires primarily Accounting majors for internships. Occasionally they may hire a business administration or business management major with good accounting skills. The primary areas of responsibility for the interns include accounts payable and bank reconciliations. This employer feels that the students have good knowledge of accounting and general ledger. Although the computer accounting package in use at this employer is specialized students have exhibited the ability to learn it rapidly.

The weaknesses which LaGuardia students exhibit include the lack of a real world vs. classroom view and ineffective speech communication especially using technical language. They also noted that interns often failed to ask questions when they needed to.

This employer noted that in the future there will be an increasing need for computer skills.

It is a pleasure to note that this interviewer met four former LaGuardians that are now permanent employees in the Accounting Department of the Rockefeller Foundation.

Employer Interview
East-West Institute
Interviewer: Prof. Karlen

The East-West Institute is a self-described think tank. The LaGuardia intern is involved with data entry, accounts payable, maintaining accounting files, assisting with audits, and budget process. There is very heavy use of spreadsheets in this position. Only Accounting majors are hired, preferably those nearing the end of their accounting programs.

This employer finds students' knowledge of Excel to be very good. They note that students that they have hired have the ability to improve on their own at the work site. The weaknesses they have noted in LaGuardia students is that students do not take notes regarding instructions they are given, do not connect work to learning, do not ask for clarification, and occasionally have an inability to take instruction. It was also recommended that accounting faculty try to teach students to have "accounting sense ".

Employer Interview
Benetton
Interviewer: Prof. Karlen

LaGuardia interns at Benetton perform reconciliation of sales from all stores, journal entries for payroll, bank reconciliations, filing, and account analysis. Only Accounting majors are hired for this position.

This employer finds that students have good knowledge of the basics of accounting, Excel and Word. They have an eagerness to learn and are able to self teach in the Accounting area. Their weaknesses include an inability to make the shift from the classroom to the real world. This employer recommended that students would benefit by an accounting computer simulation in the classroom. She feels that there is a need to make the classroom more like reality. They would like students to be able to do analyses of variances in accounting records and have knowledge of budgeting in addition to transactions.

In the future, this employer would expect higher-level computer skills. They would also like students to be able to use the Internet for research especially regarding competitors.

Employer Interview
Long Island City Business Development Corporation
Interviewer: Mr. Wharton

The Long Island City Business Development Corporation is a not-for-profit business development organization dedicated to promoting the economic vitality and infrastructure of greater Long Island City. The Industrial Waste Recycling and Prevention Program helps companies throughout New York City implement non-hazardous materials management, waste reduction, and recycling programs. Brokers seek out companies with non-hazardous by-products, and match them with companies that can use the by-products. The agency usually hires two or three interns at a time. The interns perform either administrative functions, or assist the brokers.

LaGuardia interns have been employed at this agency over a period of six years. This employer noted that interns he has experience with have had either spread sheet or database skills, but not both. In addition, students' business letter writing skills need improvement.

In the future, this employer will be seeking additional communications and letter writing skills, mathematics (percentages and statistics) ability, and Internet skills. The agency prefers to hire individuals with business skills and work experience.

Content Area Survey

Description

A survey was conducted of students enrolled in Managerial Studies courses, day and evening, during the Spring 1999 term. Included in this group are business (Accounting, Business Administration, and Business Management) and nonbusiness majors. A copy of the survey is included in Appendix C.

The purpose of the survey was twofold. First, students were requested to respond to questions regarding the specific course they were taking. All Managerial Studies courses were surveyed, however not all sections of each course were surveyed. The second set of questions related to the students' perceptions of their preparation outside class and behaviors in the classroom.

Report of Survey Results

The Survey showed that 52.4% of the students reportedly felt that they "definitely" acquired skills applicable to employment, and 40.6% felt that they probably acquired skills. While 61.9 % of them believed that the course would assist them in furthering their education, 35% indicated that the background they would derive from the course would probably be useful when they pursue higher education. Nevertheless, a total of 90.4% responded positively when asked specifically if the course helped them develop analytical and logical thinking, and 51.2% said that the course would "definitely" develop their ability to think critically. Also, many of the students (55.7%) felt that the course helped them to

learn on their own and enhanced their ability to find needed information, and 57.8% of them believed that the course was relevant and had practical value for them. A slightly lower number of students (49.7%) indicated that the course definitely assisted them in developing their academic or intellectual qualities, and 39.2% said that they had probably benefited from the course in these areas.

The student responses regarding the relevance of the course to the development of their vocational and occupational competence were as follows: 40% believed the course definitely assisted them and 46.1% thought that the course was probably relevant. Meanwhile, 31.2% believed that the course assisted them in the understanding of the use of technology, and 68.8% felt less positive. It may be worthwhile to note that this question likewise produced the highest percentage of negative responses indicating that a large number of students did not perceive that their technological sophistication was enhanced by the course.

Responses to the question regarding whether or not the students found the course a worthwhile use of their time however, yielded the largest number of positive responses (66.6%), a much smaller number of "probably" responses (23.5%), and less than 10% negative responses.

The next ten questions in the questionnaire were concerned with the students' activities related to the course. When they were asked how often they completed their assigned readings for the class, 46.9% said "often" and 36.7% answered

"very often". Only 16.3% of the respondents claimed that they "occasionally" or "never" completed their assignments. More students (87.8%) indicated that they took notes (54.8%= "very often", 33%= "often"). Only a very small percentage of the respondents (1.7%) said that they never took notes.

When asked how often they contributed to class discussions, more students answered "often" (34.4%) than those who answered "very often" (32.2%), indicating that they were less inclined to participate in class discussions than they were to take notes.

Although 34.3% of the respondents claimed that they "very often" tried to see how different facts and ideas fit together, a larger number (42.5%) replied that they only do so "often". These results were similar to those for the question on how often the respondents summarized major points and information from their notes and readings. The specific percentages for this question also revealed a larger number of "often" responses (44.8%) as compared to "very often" responses (34.2%). The decrease in the "very often" responses can probably be attributed to the increased difficulty of these tasks as compared to simply taking notes.

As can be observed from the responses to the question on how often the students worked with other students on a class assignment, project, or presentation, 30.7% of the respondents answered "never" and 28% answered

"occasionally", suggesting that most students work independently rather than in groups.

The responses to the question on how often the students applied material learned in class to other areas yielded results which were almost evenly spread between "very often" (27.95), "often" (27.6%), and "occasionally"(30.65%). This indicates that most students applied what they learned in class to other areas although they did so in varying degrees.

When asked how often they used information or experience from other areas of their life in class discussions or assignments, a large number of students indicated that they did. A total of 32.5% said that they "often" did so, and 31.2% said that they did so "occasionally". When these percentages are combined with the 23.2% who answered "very often", it can be observed that a very large percentage of the students relate their life experiences in varying degrees to their class work.

Since it is considerably more difficult to explain material from a course to someone else than to study on one's own, it is not surprising that only 18.65 % of the respondents said that they explain course material to others very often while the majority said that they did so "often" (35.75%) or "occasionally" (32.9%).

Most of the respondents (35.1%) said that they worked on a paper or project where they had to integrate ideas from various sources only "occasionally". A total of 28.5% said that they did so "often", and only 15.5% answered "very often". The difficulty of the task coupled with the increased demands placed on the student to complete an assignment seems to account for the small number of "very often" responses.

Recommendations

1. Instructors need to communicate to students the reasons why courses are required, both in terms of their occupations and in future education.
2. Activities should be identified that provide opportunities for students to communicate with others either in class or outside class regarding the elements of course content.

Articulation

Description

The faculty in Managerial Studies determined that a review of the articulation of the courses in the Business Administration and Business Management programs is appropriate for a comprehensive program assessment. Although LaGuardia students transfer to a variety of baccalaureate institutions, it is assumed that the majority select institutions that are part of the City University of New York at which to continue their education. Therefore, it was decided to utilize the official transfer documents of the City University of New York as a means of reviewing the articulation of courses within the University. Transfer by the student to an equivalent program is assumed. In addition, LaGuardia students usually enjoy favorable treatment when they choose private colleges with or without formalized agreements.

Assessment

Business Administration

The required courses in Managerial Studies within the Business Administration program transfer as major required courses within most colleges of the University. Importantly, students generally receive the same number of credits in transfer as the course offering at LaGuardia.

The first exception to this is in the required accounting courses: Principles of Accounting I and Principles of Accounting II. At LaGuardia each of these courses has four credits. Of all of the CUNY colleges to which those two courses transfer, at only New York City Technical College, College of Staten Island and York will students receive a total of eight credits in transfer. Baruch, City, Hunter, John Jay, Lehman, and Queens College will only grant a total of six credits. Brooklyn College will grant seven credits.

Another exception is Introduction to Business AMM101. At City, Hunter, Lehman, and York this course receives only elective credit. It is assumed that these institutions do not have an equivalent course. At Baruch, students receive only two credits in transfer whereas the LaGuardia course has three credits. Introduction to Business transfers with a full three credits to Brooklyn, Medgar Evers, New York City Technical College and the College of Staten Island.

Business Management

The Business Management program is intended for those students who wish pursue their careers immediately upon graduation. Since it has been reported that many students who initially enroll in the Business Management program eventually do transfer to baccalaureate institutions, the Managerial Studies faculty reviewed the courses within the general program and its various options. The Business Management program has five courses in common with the Business Administration program. These are: Principles of Accounting I AMA111,

Principles of Accounting II AMA112, Introduction to Business AMM101, Principles of Management AMM103, and Business Law I AMM110. The articulation of these courses is the same for both programs.

In the general Business Management program, Accounting Applications for the Microcomputer AMA130 is also a requirement. This course transfers for major credit to Hunter, New York City Technical College, and York. At New York City Technical College students receive only one credit in transfer. All other CUNY institutions award elective credit for this course.

Of the other courses in the general Business Management program, students may select nine credits from a list of twenty-two courses offered by the Department. These courses vary widely in their transferability. Some courses such as Principles of Finance AMM102 and Principles of Marketing AMM104 provide a broad transferability for major credit. Other courses, for example, Basics of Advertising AMM115 and Salesmanship AMM155, are more limited in their acceptance for major credit.

The business finance option includes three specialized courses: Introduction to Credit Management AMM140, Financial Statement Analysis AMM141, and Accounts Receivable Financing AMM142, two of the courses combined transfer to Baruch. This program is specifically designed to provide immediate employment upon graduation.

Articulation for the specialized courses in the International Business option has not yet been determined.

Recommendations

The courses in the Managerial Studies programs enjoy excellent articulation with CUNY and private four-year institutions. It is a disappointment that the Department consistently receives reports that counselors both at LaGuardia and at the high schools recommend that students who are interested in the study of business major in liberal arts at the community college level in order to increase their articulation potential.

It is recommended that:

1. The College conduct an educational program for counselors and academic advisers concerning articulation of specific courses and programs to four-year institutions.
2. That the Accounting faculty be requested to review alternatives that would maximize the articulation potential of Principles of Accounting I, Principles of Accounting II, and Accounting Applications for the Microcomputer AMA 130.
3. That the College Administration support University policies that would encourage broader acceptance of community college credits at four-year institutions.

Grade Distribution Report

Description

The faculty in Managerial Studies examined the grades in Managerial Studies courses for a three-year period from Spring I 1996 through Fall I 1998. Only thirteen-week terms were examined since the six-week terms tend to have smaller class sizes and a preponderance of full time faculty teaching. All courses were included regardless of their status as honors, pair/cluster, independent study or any other special designation. Tables presenting these data appear following this section.

During the period studied, the grade of A was given between 21.3% - 25.9% of the time, while the grade of B was assigned 24.6% - 33.3%. The grade of C was given 21.7% - 28.1% between 1996 and 1998, with D's recorded 4.7% - 5.6%. An F was assigned 4.7% - 5.6% of the time. Of the W, WU and WA grades that students received, 3.1% - 4.7% of the students formally withdrew, with a higher percentage 4.6% - 5.8% being assigned a WU. With the exception of Spring I 1996, when the percentage was 2.2%, WA grades are less than 1%.

After reviewing the grade distributions for all of the Managerial Studies courses, the faculty sought to determine where there was any difference in the grading patterns of full time faculty and adjunct faculty. As a means of minimizing the effect of individual instructor differences that would be apparent in courses with few sections, the course that was analyzed for four thirteen-week terms was

Introduction to Business AMM101. There are many sections of this course taught each term by both full time and adjunct faculty. Courses that were included in pairs or clusters were excluded since the reduced enrollments or instructional modality might tend to affect students' grades.

The grade distribution for full time faculty is considerably lower than for part time faculty. For the terms studied, the range of A's for full time faculty was 12.3% - 17.6%. During that same period, part time faculty assigned a grade of A, 22% - 31.4% of the time. The grade of B was given 15% to 19.7% over the period by full time faculty, while part time faculty designated that grade 26.5% - 38.7%. In contrast, part time faculty evaluated students' performance at a level of C, between 15% and 21.5%, in comparison with full time faculty evaluation of C between 32% and 33.3%. A table presenting full data appears at the end of this section.

Assessment

Overall, the grades of A and C are given in Managerial Studies courses slightly less than one quarter of the time, with the grade of B assigned slightly more often. The numbers of D's, F's, and W's are about the same. The Managerial Studies faculty have no influence regarding WU and WA grades. Although these grades are lower than the grades assigned elsewhere in the Department, they do not approximate a normal curve.

When a comparison of full time and part time faculty is made, it is apparent that part time faculty as a group, assign higher grades than full time faculty on a consistent basis. Due to the number of full time Managerial Studies faculty, the large number of sections, and the tendency of full time faculty to teach the larger share of their teaching load in the Fall term, in the thirteen week Spring terms full time faculty are only teaching between 25% and 33% of the students enrolled in Introduction to Business AMM101. Since the percentage of full time faculty has been declining in the Department, the College, and the University, if the phenomenon in the Managerial Studies area is occurring in other departments, it is possible that some of the recent grade inflation may be attributable to University hiring practices. It is beyond the scope of this report to ascertain whether this hypothesis is valid.

Recommendations

1. That a College wide study of grading patterns of full time and part-time faculty be conducted to determine whether the pattern of higher grading by part time faculty is departmental or institutional in nature.
2. That the Department of Accounting and Managerial Studies develop educational materials and programs for adjunct faculty to provide insight and guidance regarding standards for grading and student performance.

GRADE DISTRIBUTION

TERM SPRING I 96

COURSE	A		B		C		D		F		IN		WU		W		WA		TOTAL
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
AMM101	228	26.9	188	26.9	187	22.1	56	6.6	51	6.0	26	3.1	69	8.1	33	3.9	9	1.1	847
AMM102	42	27.5	41	27.5	32	20.9	12	7.8	11	7.2	1	0.7	3	2.0	11	7.2	0	0.0	153
AMM103	17	10.1	42	10.1	48	28.6	2	1.2	7	4.2	1	0.6	6	3.6	12	7.1	33	19.6	168
AMM104	41	22.5	81	22.5	38	20.9	8	4.4	2	1.1	5	2.7	5	2.7	2	1.1	0	0.0	182
AMM108	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM110	104	28.7	130	28.7	79	21.8	17	4.7	5	1.4	5	1.4	12	3.3	11	3.0	0	0.0	363
AMM111	4	20.0	4	20.0	5	25.0	0	0.0	0	0.0	1	5.0	3	15.0	3	15.0	0	0.0	20
AMM115	13	72.2	3	72.2	0	0.0	0	0.0	0	0.0	0	0.0	1	5.6	1	5.6	0	0.0	18
AMM120	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM139	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM140	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2
AMM141	1	100.0	0	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1
AMM142	1	50.0	0	50.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	2
AMM150	8	22.2	10	22.2	7	19.4	1	2.8	2	5.6	0	0.0	5	13.9	3	8.3	0	0.0	36
AMM155	10	23.3	21	23.3	9	20.9	1	2.3	0	0.0	1	2.3	1	2.3	0	0.0	0	0.0	43
AMM260	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM261	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM262	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM263	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMN195	15	20.3	27	20.3	15	20.3	0	0.0	3	4.1	3	4.1	2	2.7	9	12.2	0	0.0	74
TOTALS	485	25.4	548	25.4	420	22.0	97	5.1	81	4.2	44	2.3	107	5.6	85	4.5	42	2.2	1909

GRADE DISTRIBUTION

TERM FALL I 96

COURSE	A		B		C		D		F		IN		WU		W		WA		TOTAL
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
AMM101	179	18.4	176	18.1	337	34.7	69	7.1	76	7.8	37	3.8	54	5.6	31	3.2	13	1.3	972
AMM102	34	31.8	26	24.3	27	25.2	2	1.9	6	5.6	4	3.7	4	3.7	4	3.7	0	0.0	107
AMM103	24	16.9	55	38.7	46	32.4	1	0.7	2	1.4	3	2.1	4	2.8	7	4.9	0	0.0	142
AMM104	64	43.5	48	32.7	19	12.9	1	0.7	5	3.4	0	0.0	5	3.4	5	3.4	0	0.0	147
AMM108	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM110	48	16.5	105	36.1	58	19.9	24	8.2	11	3.8	9	3.1	15	5.2	19	6.5	2	0.7	291
AMM111	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM115	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	2
AMM120	1	25.0	2	50.0	0	0.0	0	0.0	0	0.0	1	25.0	0	0.0	0	0.0	0	0.0	4
AMM139	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM140	1	33.3	1	33.3	0	0.0	0	0.0	0	0.0	1	33.3	0	0.0	0	0.0	0	0.0	3
AMM141	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	2
AMM142	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	2
AMM150	5	17.9	9	32.1	8	28.6	0	0.0	2	7.1	0	0.0	1	3.6	3	10.7	0	0.0	28
AMM155	24	55.8	8	18.6	6	14.0	2	4.7	1	2.3	1	2.3	1	2.3	0	0.0	0	0.0	43
AMM260	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM261	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM262	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM263	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMN195	35	44.3	21	26.6	11	13.9	3	3.8	5	6.3	0	0.0	2	2.5	2	2.5	0	0.0	79
TOTALS	416	22.8	451	24.8	512	28.1	102	5.6	110	6.0	59	3.2	86	4.7	71	3.9	15	0.8	1822

229

230

GRADE DISTRIBUTION

TERM SPRING I 97

COURSE	A		B		C		D		F		IN		WU		W		WA		TOTAL
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
AMM101	214	23.6	217	24.0	233	23.6	70	7.7	46	5.1	27	3.0	65	7.2	27	3.0	6	0.7	905
AMM102	24	37.5	18	28.1	6	37.5	4	6.3	5	7.8	3	4.7	0	0.0	4	6.3	0	0.0	64
AMM103	27	17.5	51	33.1	34	17.5	9	5.8	6	3.9	10	6.5	7	4.5	10	6.5	0	0.0	154
AMM104	65	38.5	49	29.0	24	38.5	12	7.1	4	2.4	3	1.8	7	4.1	5	3.0	0	0.0	169
AMM108	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM110	75	24.5	95	31.0	66	24.5	4	1.3	9	2.9	14	4.6	19	6.2	22	7.2	2	0.7	306
AMM111	7	33.3	9	42.9	2	33.3	0	0.0	0	0.0	0	0.0	1	4.8	2	9.5	0	0.0	21
AMM115	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM120	1	100.0	0	0.0	0	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1
AMM139	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM140	6	100.0	0	0.0	0	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	6
AMM141	1	25.0	1	25.0	0	25.0	0	0.0	0	0.0	2	50.0	0	0.0	0	0.0	0	0.0	4
AMM142	1	33.3	1	33.3	0	33.3	0	0.0	0	0.0	1	33.3	0	0.0	0	0.0	0	0.0	3
AMM150	0	0.0	1	16.7	2	0.0	0	0.0	0	0.0	1	16.7	0	0.0	2	33.3	0	0.0	6
AMM155	28	32.9	37	43.5	10	32.9	1	1.2	4	4.7	0	0.0	2	2.4	3	3.5	0	0.0	85
AMM260	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM261	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM262	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM263	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMN195	18	22.0	24	29.3	23	22.0	1	1.2	2	2.4	1	1.2	3	3.7	10	12.2	0	0.0	82
TOTALS	467	25.9	503	27.9	400	25.9	101	5.6	76	4.2	62	3.4	104	5.8	85	4.7	8	0.4	1806

GRADE DISTRIBUTION

TERM FALL I 97

COURSE	A		B		C		D		F		IN		WU		W		WA		TOTAL
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
AMM101	183	21.8	177	21.1	206	24.6	54	6.4	80	9.5	32	3.8	44	5.3	30	3.6	8	1.0	838
AMM102	15	22.7	15	22.7	17	25.8	3	4.5	3	4.5	3	4.5	2	3.0	5	7.6	0	0.0	66
AMM103	26	16.3	63	39.4	49	30.6	3	1.9	0	0.0	2	1.3	7	4.4	8	5.0	0	0.0	160
AMM104	43	31.4	44	32.1	35	25.5	2	1.5	2	1.5	1	0.7	4	2.9	5	3.6	0	0.0	137
AMM108	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM110	51	20.2	98	38.9	53	21.0	7	2.8	9	3.6	7	2.8	14	5.6	6	2.4	0	0.0	252
AMM111	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM115	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	40.0	0	0.0	1	20.0	0	0.0	5
AMM120	3	42.9	0	0.0	0	0.0	0	0.0	0	0.0	2	28.6	0	0.0	0	0.0	0	0.0	7
AMM139	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM140	1	14.3	2	28.6	0	0.0	0	0.0	0	0.0	2	28.6	0	0.0	0	0.0	0	0.0	7
AMM141	6	75.0	0	0.0	0	0.0	0	0.0	0	0.0	1	12.5	0	0.0	0	0.0	0	0.0	8
AMM142	3	60.0	2	40.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5
AMM150	3	42.9	0	0.0	0	0.0	0	0.0	0	0.0	1	14.3	0	0.0	2	28.6	1	14.3	7
AMM155	13	28.3	15	32.6	9	19.6	3	6.5	4	8.7	1	2.2	0	0.0	0	0.0	0	0.0	46
AMM260	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM261	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM262	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM263	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMN195	38	45.8	21	25.3	14	16.9	0	0.0	1	1.2	3	3.6	3	3.6	0	0.0	0	0.0	83
TOTALS	385	23.8	437	27.0	383	23.6	72	4.4	99	6.1	57	3.5	74	4.6	57	3.5	9	0.6	1621

GRADE DISTRIBUTION

TERM SPRING I 98

COURSE	A		B		C		D		F		IN		WU		W		WA		TOTAL
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
AMM101	192	21.2	245	27.0	213	23.5	77	8.5	68	7.5	23	2.5	65	7.2	23	2.5	0	0.0	906
AMM102	13	16.9	34	44.2	18	23.4	3	3.9	2	2.6	1	1.3	2	2.6	4	5.2	0	0.0	77
AMM103	37	20.6	46	25.6	53	29.4	3	1.7	9	5.0	10	5.6	7	3.9	15	8.3	0	0.0	180
AMM104	21	13.5	60	38.5	49	31.4	7	4.5	9	5.8	1	0.6	5	3.2	4	2.6	0	0.0	156
AMM108	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM110	75	24.8	139	46.0	44	14.6	6	2.0	8	2.6	8	2.6	15	5.0	4	1.3	3	1.0	302
AMM111	3	16.7	10	55.6	5	27.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	18
AMM115	15	71.4	5	23.8	1	4.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	21
AMM120	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2
AMM139	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM140	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2
AMM141	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2
AMM142	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2
AMM150	13	21.7	23	38.3	13	21.7	1	1.7	1	1.7	1	1.7	4	6.7	4	6.7	0	0.0	60
AMM155	17	20.5	40	48.2	22	26.5	0	0.0	0	0.0	3	3.6	0	0.0	1	1.2	0	0.0	83
AMM260	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM261	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM262	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM263	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMN195	12	16.4	23	31.5	21	28.8	1	1.4	7	9.6	2	2.7	4	5.5	3	4.1	0	0.0	73
TOTALS	402	21.3	628	33.3	440	23.4	98	5.2	104	5.5	49	2.6	102	5.4	58	3.1	3	0.2	1884

235

236

GRADE DISTRIBUTION

TERM FALL I 98

COURSE	A		B		C		D		F		IN		WU		W		WA		TOTAL
	N	%	N	%	N	%	N	%	N	%	N	%	n	%	N	%	N	%	
AMM101	214	24.2	247	27.9	203	23.0	58	6.6	57	6.4	20	2.3	56	6.3	18	2.0	11	1.2	884
AMM102	17	24.3	17	24.3	11	15.7	3	4.3	4	5.7	4	5.7	5	7.1	9	12.9	0	0.0	70
AMM103	34	24.8	44	32.1	39	28.5	4	2.9	8	5.8	1	0.7	5	3.6	2	1.5	0	0.0	137
AMM104	20	17.9	48	42.9	24	21.4	3	2.7	5	4.5	3	2.7	4	3.6	5	4.5	0	0.0	112
AMM108	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM110	41	17.7	101	43.7	53	22.9	2	0.9	12	5.2	3	1.3	11	4.8	7	3.0	1	0.4	231
AMM111	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM115	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM120	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM139	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM140	4	57.1	1	14.3	0	0.0	0	0.0	0	0.0	2	28.6	0	0.0	0	0.0	0	0.0	7
AMM141	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	1
AMM142	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM150	11	21.6	14	27.5	3	5.9	0	0.0	6	11.8	1	2.0	3	5.9	11	21.6	2	3.9	51
AMM155	14	32.6	14	32.6	8	18.6	4	9.3	0	0.0	3	7.0	0	0.0	0	0.0	0	0.0	43
AMM260	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM261	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM262	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMM263	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
AMN195	30	38.0	33	41.8	9	11.4	2	2.5	2	2.5	1	1.3	1	1.3	1	1.3	0	0.0	79
TOTALS	385	23.8	519	32.1	350	21.7	76	4.7	94	5.8	39	2.4	85	5.3	53	3.3	14	0.9	1615

GRADE DISTRIBUTION

Spring I 1997

	A		B		C		D		F		IN		WU		W		WA		TOTAL
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Full Time	35	12.3	49	17.2	95	33.3	24	8.4	14	4.9	13	4.6	17	6	10	305	0	0	285
Part Time	165	27.5	159	26.5	129	21.5	42	7	27	4.5	15	2.5	39	6.5	17	2.8	5	0.8	601

Fall 1 1997

Full Time	60	17.6	51	15	109	32.1	26	7.6	45	13.2	11	3.2	21	6.2	14	4.1	4	1.2	340
Part Time	115	29.8	111	28.8	65	16.8	24	6.2	31	8	5	1.3	19	4.9	12	3.1	4	1	386

Spring I 1998

Full Time	39	16.3	37	15.4	77	32.1	20	8.3	29	12.1	11	4.6	17	7.1	7	2.5	3	1.3	240
Part Time	152	22	218	31.6	136	19.7	57	8.3	39	5.7	12	1.7	48	7	17	2.5	11	1.6	690

Fall 1 1998

Full Time	73	16.7	86	19.7	140	32	47	10.8	35	8	15	3.4	29	6.6	9	2.1	3	0.7	437
Part Time	130	31.4	160	38.7	62	15	11	2.7	12	2.9	4	1	19	4.6	9	2.2	7	1.7	414

Department Sponsored Student Activities

King-Wallenberg Law Society

Prof. David Wertheimer formed the King-Wallenberg Law Society in Fall 1974. It was originally called the Consumer Law Club and operated a Consumer Assistance Bureau at the College. The Consumer Law Club worked closely with the Office of the Attorney General of the State of New York. The first guest speaker at the "Law Society" was Louis J. Lefkowitz, the Attorney General at that time. His administration was very helpful to the Club in those early years. Students were trained to be Consumer Aides by the assistant Attorneys General. The College was, in a sense, a branch of the Consumer Bureau of the Attorney General's office. The College provided the Consumer Law Club with an office, telephone, file cabinets and any additional equipment that was necessary. The Dean of Students in those early years was William Hamilton who was extremely supportive of our activities and goals. The Attorney General's Office supplied the Club with official complaint forms. Students interviewed consumers with a variety of problems encompassing public utility, retail, telephone, manufacturers and both new and used car dealerships. The students then contacted the supplier and represented the consumer in the mediation of the complaint. If the complaint was not settled to the satisfaction of the consumer, it was referred to the Attorney General's office for further action. The Consumer Law Club also distributed much literature on a variety of topics such as the new and used car "Lemon Law", "Bait & Switch" advertising, purchases made from "door to door salespersons" and

other relevant topics. Weekly meetings were held and debates were held on rights of consumers, abortion rights, capital punishment and many other meaningful and relevant topics. LaGuardia students conducted the Consumer Assistance Bureau for twenty years, from 1974 through 1994. Robert Abrams, who succeeded Louis Lefkowitz as Attorney General continued to support the Club's activities with enthusiasm. One of his assistants, Burt Weinert visited regularly and further enhanced the activities of the Consumer Law Club. Robert Abrams left office at the end of 1994 and the Consumer Assistance Bureau came to a conclusion. This was also due to lack of space for an office at the college.

However, the King-Wallenberg Law Society, in a sense, was strengthened as it continued to have weekly meetings and debates. Over the years, students attended over 400 meetings where they felt free to express themselves on a variety of legal and social issues. In addition, the Law Society has sponsored 50 Law Luncheons. Guest speakers have included judges, members of Congress, Assistant District Attorneys and others. The November 1998 Law Luncheon was a great success. The guest speakers included New York City Public Advocate Mark Green and a LaGuardia graduate who is now a practicing attorney. Mark Green had visited the Law Society years earlier when he was New York City Commissioner of Consumer Affairs. Several hundred students and faculty members attended this event.

Over the years, Law Society has paid many visits to the Long Island City branch of the New York State Supreme Court. The court has been most helpful by accepting invitations on behalf of judges and court officers who have appeared as guest speakers at the College. In addition, the Law Society, in conjunction with the LaGuardia Student Government has sponsored several visits to the U.S. Supreme Court in Washington, D.C.

The students who participate in the Law Society are made aware of the two heroic figures, Martin Luther King, Jr. and Raoul Wallenberg who gave their lives in the eternal struggle for human rights. The memory of these two monumental and courageous men further reinforces the common thread between the African American experience and the Holocaust.

The King-Wallenberg Law Society recently celebrated its 25th anniversary. It is its mission to continue to make LaGuardia students and the residents of the surrounding community aware of their rights as citizens and consumers.

Development of Interpersonal Skills

The Law Society has always recruited persons of all ethnic groups, races, religions as well as the physically challenged. The president of the Law Society during the 1997 - 1998 college year was visually impaired. He later was awarded a Belle Zeller scholarship and has an "A" average at Queens College. He intends to further his studies at Yale Law School. The Law Society has been

open to our hearing impaired students and interpreters have been provided at special events. Members are encouraged to interact with each other at all meetings and events.

The Future

The Law Society intends to reestablish its relationship with the Office of the Attorney General of New York State as well as the New York City Department of Consumer Affairs.

Accounting and Managerial Club

MISSION

The Accounting and Managerial Club was formed with the purpose of expanding and adding another dimension to the educational experience of students. It provides students with the opportunity to plan and implement social, educational and creative ventures outside the classroom. These ventures also give them an inside look into the business world within an informal setting, giving them support in the pursuit of their professional careers and goals.

ACCOMPLISHMENTS

A calendar of activities is carefully scheduled at the beginning of each semester, outlining the club's goals and activities. Some of them are listed below:

- WORKSHOPS

One of the goals is to present career orientation workshops in virtually all aspects of business. This is accomplished by inviting guest speakers from the accounting profession as well as business entrepreneurs and professionals, who share their expertise with the students and advise them of opportunities in the business world. Two club alumni, who are now successful CPA's, were among the guest speakers at a recent function. They were a source of inspiration to all students.

At the end of each semester the club, as a final general membership meeting, usually organizes a luncheon. Old members, new members and students in general have the opportunity to interact and exchange ideas about careers. By organizing activities such as luncheons, the club strives to service not only its current membership but also its future members, since these meetings are viewed as an effective recruitment tool.

As a final incentive, awards are given to student members who have contributed to the existence and evolution of the club. The awards are presented during the luncheon.

- GUIDANCE.

Another goal is guidance. Under the professional guidance of a faculty member, the club conducts networking sessions for students with similar interests. Over the years this proved to be one of the most useful and important tools in the advancement of their careers.

- SEMINARS

The club regularly conducts career transfer seminars. Announcements are posted throughout the college inviting club members and the college population in general to attend presentations made by Career Transfer personnel. Seminars are designed to enhance a student's ability to access information about scholarships and career options within the accounting and business profession,

and to become aware of the transfer opportunities available to LaGuardians. Students are introduced, sometimes for the first time, to the notion of advancing their careers and degrees to four-year colleges or private universities. At this point, Accounting and Business Club members are made aware of the many additional scholarships available, the application process and their respective deadlines. Although there are different kinds of scholarships, they are encouraged to apply based on their G.P.A.'s, giving them a sense of pride to be able to further their studies.

- VISITS.

Field visits are also featured within the club's calendar of activities. On one of the visits to the American Institute of Certified Public Accountants (AICPA), club members attended various workshops designed to give them an overview of the resources available to help them take and successfully pass the CPA examination. On another visit to the Institute, members participated in a recruitment workshop. Afterwards some students were considered for internship positions.

KPMG Accounting firm, also visited by club members, has within its managerial staff one of the club's past presidents. At his suggestion the firm invited club members to apply for summer internship positions.

The New York Stock Exchange, the American Institute of Certified Public Accountants (AICPA) and KPMG accounting firm are some of the establishments visited in the past. To enhance the students' general knowledge, a visit to Washington, D.C. was also taken.

FOCUS GROUP

Every Wednesday, members and some prospective members, meet in an informal setting to discuss upcoming events. Job fairs, orientation, informal counseling sessions, and student life in general are some of the topics discussed at the club's weekly meetings. Through these learning experiences, students often discover abilities and interests which might never have been revealed as a result of their formal curriculum.

Peer counseling is another aspect of these meetings that help students understand the complex concepts about curriculum, major, credits, courses related and unrelated to their field of study, etc.

In summary the club offers the opportunity to develop new interests, supports cultural and enrichment activities that will benefit the organization and the college, and allows members to become more proficient in social and personal competence, making the college experience more interesting and enjoyable.

Resources

Part 1 Human Resources

Description

Profile

The faculty of the Department of Accounting and Managerial Studies are grouped by the disciplines in which they teach. These are: Accounting, Administrative Assistant, Managerial Studies, Paralegal, and Travel and Tourism. The following tables describe the breakdown of faculty and staff by discipline, demographic and other factors. Faculty members teaching in more than one discipline are reported with their primary discipline.

Full Time Employees by Discipline and Gender

	Male	*Female*	*Total*
Accounting	4	4	8
Administrative Asst.		2	2
Managerial Studies	4	2	6
Paralegal	1		1
Travel & Tourism	1		1
CLT	1	2	3
Clerical		2	2
Total	11	11	22

Full Time Employees by Discipline and Ethnic Origin

	Asian	*Black*	*Hispanic*	*Italian American*	*White*	*Total*
Accounting		3	1	2	2	8
Administrative Asst.		1			1	2
Managerial Studies	1			1	4	6
Paralegal					1	1
Travel & Tourism					1	1
CLT		1	2			3
Clerical		2				2
Total	1	6	3	3	9	22

Full Time Faculty by Discipline and Rank

	Prof.	*Assoc. Prof.*	*Asst. Prof.*	*Instructor*	*Lect.*	*Total*
Accounting	5		2		1	8
Administrative Asst.	1		1			2
Managerial Studies	1	3		1	1	6
Paralegal		1				1
Travel & Tourism	1					1
Total						18

Full Time Employees by Age

	30-39	*40-49*	*50-59*	*60 and over*	*Total*
Accounting	1	2	5	1	8
Administrative Asst.		1	1		2
Managerial Studies		1	4	1	6
Paralegal		1			1
Travel & Tourism			1		1
CLT	1	2			3
Clerical		1	1		2
Total	2	8	11	2	22

Resumes for the faculty of the Department are contained in Appendix _B_.

The faculty report a wide array of interests in teaching specialization. This is reflective of the varied curricula offered in the Department. In the Accounting area, individuals indicated their specialization in Taxation, Individualized Instruction, Intermediate Accounting practices and Computerized Accounting. The Managerial Studies faculty have specialties in Business and Family Law, Organizational Behavior, International Business, Marketing, and Administration.

Within the past five years there have been no new lines created. During that period two vacated lines were filled. One line was vacant due to retirement and one due to the passing of the faculty member. The first line was in Accounting

and was filled in that discipline. The second was in Administrative Assistant and was filled in Managerial Studies, International Business. Two faculty members report that they are considering retirement within the next five years.

Recruitment

The most recent search occurred in 1998. The search process was conducted within the requirements of the CUNY By-laws, the requirements of the LaGuardia Affirmative Action and Personnel departments, and all federal, state and local regulations. Since there was neither uniform policy nor agreement by all participants regarding the educational and experience requirements for the position, negotiation of these factors was time consuming and cumbersome resulting in multiple advertisements and expense to the College. There were a limited number of qualified applicants among those who applied. Several whom the Search Committee found extremely satisfactory based on review of their resumes would not be interviewed. The factors that were cited included salary level, multiple position requirements, and lack of released time. The number of women and minority candidates was extremely small. Based on this search, it is anticipated that there may be difficulty in hiring in the Managerial Studies area in the future. The requirement that faculty at the professorial levels have a doctorate or equivalent is particularly limiting.

Employment responsibilities – Primary responsibility

The faculty's primary responsibility is to teach. Faculty are required by contract to teach 27 contact hours per academic year. Most released time in the department is secured by the individual faculty member through his/her involvement in particular projects that have received special funding. Sometimes, the Chairperson, after consulting with faculty, selects or recommends faculty who would be interested in a particular project. Each term faculty are surveyed to determine the number of contact hours, the courses and the time of day the faculty member prefers to teach. The Chairperson assigns the schedule. As much as possible, preferences are accommodated as long as student and administrative needs can be met.

Other than Primary Responsibility

The Department requirements for faculty are those stated in the Professional Staff Handbook. Department members are expected to contribute to the Department and the College based on their area of interest, expertise, and need. The Department is committed to encouraging participation by junior faculty members in Collegewide activities. Senior faculty members vacate seats on Standing Committees as a matter of policy to allow junior faculty increased opportunity.

Research Responsibility

The Department does not routinely pursue grants or conduct research. Department faculty do not have expertise in these areas. Grants in which the Department has participated have been received by other sectors of the College.

Two members of the Managerial Studies faculty have publications. One senior member of the faculty has published a book, "The Law, Society, and Business", Third Edition, in 1997. Appropriate legal research was performed to reinforce this edition of said text. Another faculty member has published articles in the ERIC and journals as well as presented papers at conferences.

Staff Development

The department chairperson assists new personnel in the Department in understanding their responsibilities to the department and to the college. New faculty are encouraged to attend new faculty orientations sponsored by the Personnel Department and the collegewide Professional Development Committee, and to consult the "Professional Staff Handbook" and the "Handbook for New Faculty & Staff" in order to fully understand their responsibilities and the College's requirements for tenure and promotion. The Professional Development Committee also develops in-service training and sponsors workshops, seminars and discussions related to teaching and learning. Information received by the Chairperson regarding professional seminars, conferences or workshops is posted on the bulletin board and/or announced at department meetings.

Program directors, senior faculty members and course coordinators provide assistance to new personnel as needed and appropriate. It is the responsibility of the individual faculty member to seek professional development opportunities.

Many faculty in the Department have terminal degrees or CUNY doctoral equivalents. Several faculty members regularly attend conferences. Members of the Department have presented papers regularly and have been engaged in other scholarly projects. Accounting faculty are required to enroll in professional continuing education courses to maintain their licenses. The faculty in the Department participate occasionally in College-sponsored professional development activities. Many of the activities occur during times that classes are in session or may relate to topics that are not of current interest to business faculty. The Department has sponsored speakers from inside and outside of the College for professional development purposes. There is no released time available for professional development.

Department faculty are evaluated on a regular schedule. All full time faculty are responsible for the observation of junior and adjunct faculty. Course coordinators are responsible for the dissemination of instructional materials to all faculty teaching the course and to provide advice and assistance as needed.

Morale and Working Relationships

Morale and collegiality in the Accounting and Managerial Studies Department is very good. Since the department is made up of several disciplines, the faculty members tend to have different interests. Due to their varied interests and schedules, they generally do not work together on the same projects. There is informal sharing of ideas and/or pedagogical methods in the department hallways, in offices and at department meetings. Whenever there are occasions to work together, such as departmental committee meetings, faculty are helpful to each other and willing to work for the good of our students and for the college as a whole. All faculty members share a genuine interest in being considered good instructors and in finding the best ways to teach our students. However, continued attacks on CUNY by political figures and the lack of timely negotiated contracts are chipping away at the morale of CUNY faculty in general.

Assessment

The faculty and staff of the Department of Accounting and Managerial Studies are accomplished professionals in their fields. As members of the faculty retire and replacements are sought it will be difficult to acquire individuals with equivalent background, knowledge and commitment. The salary levels in business and at other institutions in addition to the lack of released time and policy on multiple positions do not contribute to making LaGuardia attractive to applicants.

In a survey of Department faculty, there was overwhelming willingness to participate in professional development activities. The areas that are of particular interest are computer usage, technology applications, law, new program development, innovative teaching techniques in various areas, labor and economic forecasts, and time management. The faculty overwhelmingly feel a need for professional development in the computer usage and technology application area as related to the classroom. It has been noted on separate occasions that seminars are not generally offered at times that are convenient for Department faculty.

There is a willingness on the part of Department faculty to attend conferences and meetings. The cost of doing so is prohibitive for many individuals. Meetings held for the business community are generally significantly more expensive than those for the academic community. Memberships are often several hundred dollars. The monies available from the College are insufficient.

As noted above, Department faculty do not pursue grants or conduct research. These activities are not part of the educational process in which most faculty in the Department have participated. If the College deems this a priority for the Department, there must be a significant, on-going commitment to teach Department faculty what to do and to provide professional support.

Part 2 Facilities and Equipment

DESCRIPTION

Facilities

The Accounting and Managerial Studies Department has facilities at four locations in the college; E-223, E-263, E-273, and M-109. The Department also has access to computer laboratories in the C-Building and the E-Building.

1. Room E-223 is the main location and it houses fourteen faculty members including the chairperson. The chairperson's assistant and a receptionist are also located in this room. It also has a conference room, a small space for adjunct faculty, and a storage room for files and supplies. The conference room is also used as a repository for materials used by Travel and Tourism majors at that location.
2. Three faculty members have offices in room E-263.
3. The department's Accounting and Managerial Resource Center (Lab) is located in room E-273. Room E-273 also has offices for the department's three college laboratory technicians.
4. Two faculty members have offices in room M-109.

Equipment

1) All faculty and staff, except for those with offices in room M-109, have computers and access to the Internet. The faculty members in room M-109 have computers only.

2) Faculty members who are located in room E-223 have access to one of two laser printers.
3) The Accounting and Managerial Studies Resource Center has six computers and audio/visual equipment. Students use the computers and a/v equipment.
4) The computers in the C and E laboratories are controlled by the Division of Information Technology, and are shared by the rest of the college.
5) The department has thirty Dictaphones located in room C-218.

Allocation of space and equipment

Space is allocated to the department through the Division of Academic Affairs, and computers are allocated to the department through the Division of Information Technology. Space and equipment are allocated within the department by the chairperson.

ASSESSMENT

Facilities

1) It is very important for the faculty and staff of an academic department to interact with each other. Faculty members from programs within the department need to share within their discipline and with faculty from other majors in order to coordinate their efforts to better educate students. When faculty are located in different areas there is a limitation on the amount and quality of interaction, especially informal communication. The faculty located in E-263 and M-109 are isolated from the Department's central functional area in E223. The department's faculty should have offices located in one

area. This would not only encourage dialogue between faculty members, but would give new faculty a sense of belonging, and senior faculty the opportunity to act as mentors.

2) More space should be provided for the adjunct faculty. The existing space has two desks, four chairs and adjunct faculty mailboxes. During Spring 1999, there were 59 adjunct faculty members in the Department.
3) The furniture in the conference room is deteriorated. Some is hazardous. Since the room is also used as a library facility by students, it is highly trafficked.
4) The Accounting and Managerial Studies Resource Center is used by students enrolled in accounting and managerial courses. The center provides:

- Tutoring to students enrolled in all accounting courses on a one-to-one basis or small groups of students.
- Computer assistance to students enrolled in the Accounting Applications for the Microcomputer course.
- Assistance to students completing computerized assignments in the Principles of Accounting I and II courses.
- A self-study system (AVT) that consists of accounting modules on cassettes and slides. Students use the system to preview the accounting text material and to review for exams.
- Supplementary texts, manuals and software.

The Center also houses the Entrepreneurial Resource Center. This includes a collection of books, magazines, pamphlets, and other materials that assist

students in learning about various aspects of entrepreneurship. The center is also a facility for students to take make-up exams.

The center is much too small for the Accounting and Managerial Studies Department student population. The center is twenty eight feet long by twenty-two feet wide. It has eight positions for students to sit and get help with assignments, six microcomputer stations, and three audio/visual stations. Students who need to use the center sometimes find it so crowded that they leave. On average, between 50 and 55 students use the center each day during the twelve week session, and between 15 and 20 during the six week session.

Equipment

1) The computers used by the full time teaching instructional staff are up to date and internet-ready. There are no computers available for adjunct faculty use.
2) Computers used by the laboratory technicians and the students in the Accounting and Managerial Resource Center are on the verge of becoming obsolete, are not Y2K compliant, and by the year 2000 the college computer technicians will not continue servicing them.
3) The students find the audio/visual equipment useful, but as the components fail, they cannot be replaced.
4) One of the two department secretaries has an old computer that will not support Microsoft Office 97. Therefore, documents and disks cannot easily be shared by the secretary and the chairperson or faculty.

Recommendations

Facilities

1. All Department faculty should have offices in a central location.
2. The repository of materials for the Travel and Tourism program should be held in a location separate from the departmental conference room.
3. There must be more space allocated to the Accounting and Managerial Studies Resource Center.

Equipment

1. Computers and printers must be provided for adjunct use if they are expected to incorporate technology in their courses.
2. The furniture in the conference room requires replacement. The existing furniture is hazardous.
3. The equipment used by the laboratory technicians and by the students in the Resource Center must be replaced and upgraded.
4. The computer used by one of the secretaries must be replaced and upgraded.

Part 3 Fiscal Resources

Description

The level of tax levy funding to the Department of Accounting and Managerial Studies during the last 5 years was as follows:

FYE	Personnel	OTP	Total
6/30/94	1451102.20	1721.85	1452824.05
6/30/95	1562318.18	1378.71	1563696.89
6/30/96	1677902.26	1286.28	1679188.54
6/30/97	1662828.39	1728.01	1664556.40
6/30/98	1741825.68	1913.37	1743739.05

The level of non-tax funding was:

FYE	Grant	Total
6/30/94	0	0
6/30/95	0	0
6/30/96	17,050.00	17,050.00
6/30/97	0	0
6/30/98	0	0

The non-tax funding represents a VATEA grant for equipment received for the Accounting Resource Center. Other funds were received by the Department in the form of EDIT grants and released time for program development from a variety of sources. It is not possible to determine actual allocations for these resources.

Allocation of contact hours:

The chairperson of the Department submits requirements for contact hours to the Office of the Vice President for Academic Affairs based on projected classes that

will run. That Office determines the actual contact hours to be budgeted for the College based primarily on past history. A record is maintained of each course offering for a period of five years. This information is used to predict current needs and is adjusted each semester. The allocation of faculty contact hours is based on the availability of full time faculty supplemented by adjunct faculty.

Assessment

The basis of budgeting of labor costs relative to contact hours is reasonable. However, the process as being executed, is, in effect, keeping labor cost per FTE to a minimum resulting in class sizes that are in many cases 40 and more. While cost efficient, this result ignores the primary goal of educating our students, especially in this era of increasing academic demands.

The OTP funding is minimal and has increased by only $180 from June 1994 to present. During that time, the Department assumed responsibility for the Administrative Assistant program, including two additional full time faculty members and up to twenty two adjunct faculty members. The Departmental budget has not been adjusted to reflect the additional support costs and effort required to maintain this program.

Recommendation

1. The College should review its methodology for allocation of funds. The overall approach to funding has been a historical approach, including projections of FTE generation. There should be a new approach that includes

academic considerations of student needs. Historical data is no longer an adequate basis for fiscal resource decisions.

Part 4 College-Wide Services

Description

In order to determine the perception and needs of the Department with regard to College-wide services, the faculty of the Department of Accounting and Managerial Studies were asked to evaluate the current level of service and identify needs which they perceive. Using a rating scale of five levels (Poor to Excellent), the full time faculty and staff were asked to rate the conditions in their workplace according to twelve categories namely: lighting, ventilation, heating, air conditioning, noise level, office space, office furniture, telephone, computer, copy machine, teaching aids, and office supplies.

Most respondents rated the five first categories, Lighting, Ventilation Heating, Air Conditioning, and Noise Level in their place of work, as "Good". However, Ventilation ranked lowest in satisfaction among these five categories because it elicited a disproportionate number of "Poor" and "Fair" responses, indicating that there is more dissatisfaction with the Ventilation in the workplace.

For the other seven categories, findings were more variable. Responses in the category, Office Space, were bi-directional, clustering at the extreme opposite ends of the scale, i.e. at the "Poor" and "Excellent" levels. This suggests a very great difference in expectations among respondents regarding Office Space. On the other hand, there appears to be a general dissatisfaction among the respondents with their Office Furniture, as the majority of respondents rated this

category as either "Poor" or "Fair". Meanwhile, most of the respondents rated the categories of Telephone, Teaching Aids, and Office Supplies as "Good", indicating that they found these facilities to be relatively satisfactory. Although the Computer category was also rated with a disproportionate number of "Poor" responses, some respondents appeared to be relatively satisfied, as their responses were either "Good" or "Very Good". Finally, the greatest dissatisfaction was with the Copy Machine, which was ranked by the greatest number of respondents as "Poor".

Following the rating of the 12 categories, a question was asked regarding the respondents' opinions as to how existing facilities and working conditions could be improved. Only a few of the respondents answered this question. A copy of the verbatim responses is included in Appendix C. In view of the widespread dissatisfaction with the Copy Machine, most respondents mentioned this facility as the one they wanted to see improved. A strong desire to see improvements in computer-related facilities was likewise indicated.

The second part of the rating scale included the delivery of essential services. The following were the categories of services: Janitorial, Security, Maintenance, Printing/Copying and Communication Services Again, the respondents were asked to rate the five categories of services, using the same rating scale of five levels (Poor to Excellent). Unlike the responses to the questions on facilities, there were no wide discrepancies in the responses to the questions on services.

The majority rated all the services as either "Good" or "Very Good", suggesting that they were relatively satisfied with the services provided them. The fact that there were not too many "Excellent" responses, however, may signify that further improvement is still perceived as attainable. In view of the general satisfaction expressed regarding the services provided, not many respondents provided any suggestions for improving the quality of services. Improvements in the janitorial services appeared to be the most desired. Improvement in Security was also mentioned as needing improvement (see Appendix C for verbatim comments).

Recommendations

1. There is a clear need for the Department of Accounting and Managerial Studies to have access to photocopying in the Department.
2. The problem of adequate ventilation is a continuing one and must be addressed by the institution.
3. Much of the furniture in the Department, especially the furniture in the conference room is old and in poor repair. It requires replacement.
4. The cleanliness of the College, especially the rest room facilities, is severely lacking. This condition, coupled with the poor ventilation, presents a health hazard.

Summary of Recommendations

College Wide Recommendations

Academic Advisement

1. Academic advisement college wide should be a shared responsibility of linked parts; each contributing from its area of expertise.
2. The academic advisement process should be outcome based as determined by the faculty responsible for the program and as described in this document.
3. Those individuals participating in the academic advisement process should have input into the development of the academic advisement schedule.
4. The function of academic advisement should be assessed as an independent process.
5. The College should conduct an educational program for counselors and academic advisers concerning articulation of specific courses and programs to four-year institutions.

Cooperative Education

1. Academic and Cooperative Education faculty should meet on a regularly scheduled basis to discuss and evaluate ways to enhance the student workplace experience.
2. Student-Faculty group meetings should be organized each semester to allow Accounting and Managerial Studies and Cooperative Education faculty to informally discuss student internship needs and successes.

3. Academic faculty should participate in the process of internship development by using their professional networks and business connections.

Physical Plant and Equipment

1. There is a clear need for the Department of Accounting and Managerial Studies to have access to photocopying in the Department.
2. The problem of adequate ventilation is a continuing one and must be addressed by the institution.
3. Much of the furniture in the Department, especially the furniture in the conference room is old and in poor repair. It requires replacement.
4. The cleanliness of the College, especially the rest room facilities, is severely lacking. This condition, coupled with the poor ventilation, presents a health hazard and should be improved.
5. Departmental faculty should have offices in a central location.
6. The repository of materials for the Travel and Tourism program should be held in a location separate from the departmental conference room.
7. There must be more space allocated to the Accounting and Managerial Studies Resource Center.
8. The equipment used by the laboratory technicians and by the students in the Resource Center must be replaced and upgraded.
9. The computer used by one of the secretaries must be replaced and upgraded.

Technology

1. The College should provide sufficient computer laboratory space and technical support for all LaGuardia students.
2. Opportunities for students to expand their knowledge of computers and technology should be increased.
3. Students should be encouraged to gain proficiency in keyboarding skills.
4. Computers and printers must be provided for adjunct use if they are expected to incorporate technology in their courses.

Other

1. The College should make a commitment to teaching the kinds of oral and written communication skills that students will need in their employment.
2. Assertiveness training programs should be incorporated into the College experience.
3. A College wide study of grading patterns of full time and part-time faculty should be conducted to determine whether the pattern of higher grading by part time faculty is departmental or institutional in nature.
4. The College should review its methodology for allocation of funds. The overall approach to funding has been a historical approach, including projections of FTE generation. There should be a new approach that includes academic consideration of student needs. Historical data is no longer an adequate basis for fiscal resource decisions.

Departmental Recommendations

Department

1. The Department of Accounting and Managerial Studies should review its courses to determine whether there is an appropriate level of coverage of topics in Entrepreneurship.
2. Course coordinators should review courses in which Career Development Standards are underrepresented to determine appropriate means to enhance students' career development and preparation.
3. All courses should teach or continue the teaching of communications skills.
4. The course coordinators should review mathematics pre/co-requisites for each course to determine whether they are appropriate.
5. Supplemental materials should be made available as needed to assist students in their ability to apply computational concepts.
6. Since the Department is reliant upon the Department of Computer Information Systems to achieve most of its Information Systems competencies, a process for communication of these competencies should be initiated.
7. The Department of Accounting and Managerial Studies should develop educational materials and programs for adjunct faculty to provide insight and guidance regarding standards for grading and student performance.

Managerial Studies

1. The Managerial Studies faculty should utilize course assessment data as they revise courses and attendant syllabi.

2. Course pre/co-requisites related to Accounting Achievement Standards should be reviewed for Introduction to Business AMM101, Principles of Finance AMM102, Principles of Management AMM103, Business Law I AMM110, Business Law II AMM111, Organizing and Operating a Small Business AMM150 and Global Marketing AMM262.
3. The Managerial Studies faculty should consider ways to include more Achievement Standards for Business Law in the basic curricula for Business Administration and Business Management majors.
4. The Managerial Studies faculty should review the requirements of Introductory Economics SSE101 in the Managerial Studies programs, especially with consideration of the difficulties of articulation.
5. The apparent conflict between the catalog description and the first course in the Business Finance option should be reconciled.
6. Course content related to global issues should be included in Organizing and Operating a Small Business AMM150.
7. The possibility of developing a capstone course or experience that integrates all of the functional areas of management should be explored.
8. The Managerial Studies faculty should consider the development of a course in Organizational Behavior.
9. The Department should continue its consideration of the development of a Marketing option. New, more advanced courses would then be developed.

10. Prerequisites and content related to forecasting should be reviewed for Profile and Prospects of Business in New York City AMN195 and Global Marketing AMM262.
11. The Managerial Studies faculty should continue to infuse the curriculum with concepts of International Business as appropriate to individual courses and changes in the international business environment.

Accounting

1. The Accounting faculty is encouraged to review the potential of developing accounting courses for non-Accounting majors as is done at some institutions within CUNY and throughout the nation.
2. The course coordinators for Principles of Accounting I AMA111 and Principles of Accounting II AMA112 should review their expectations regarding Career Development Achievement Standard 3.
3. The pre/co-requisite courses for Principles of Accounting II should be reviewed.
4. The Accounting faculty should be requested to review alternatives that would maximize the articulation potential of Principles of Accounting I AMA111, Principles of Accounting II AMA112 and Accounting Applications for the Microcomputer AMA130.

CONTENT AREA SURVEY

Now that you are nearing the completion of this course, please answer the following questions regarding the course, not the instructor. Please circle one response.

1. Have you acquired skills that you believe are applicable to employment?
   a. Definitely
   b. Probably
   c. I don't think so
   d. Definitely not

2. Have you acquired background that you feel would assist you in further education?
   a. Definitely
   b. Probably
   c. I don't think so
   d. Definitely not

3. Has this course helped you to develop thinking analytically and logically?
   a. Definitely
   b. Probably
   c. I don't think so
   d. Definitely not

4. Have you developed a greater ability to see relationships, similarities, and differences between ideas?
   a. Definitely
   b. Probably
   c. I don't think so
   d. Definitely not

5. Has this course helped you to learn on your own and find the information you need?
   a. Definitely
   b. Probably
   c. I don't think so
   d. Definitely not

6. Do you see this course as having personal relevance or practical value to you?
   a. Definitely
   b. Probably
   c. I don't think so
   d. Definitely not

7. Did this course assist you in developing academic or intellectual qualities?
   a. Definitely
   b. Probably
   c. I don't think so
   d. Definitely not

8. Do you believe this course assisted you in developing vocational or occupational competence?
   a. Definitely
   b. Probably
   c. I don't think so
   d. Definitely not

9. Did this course assist you with your understanding of the use of technology?
   a. Definitely
   b. Probably
   c. I don't think so
   d. Definitely not

10. Do you feel that this course was a worthwhile use of your time?
   a. Definitely
   b. Probably
   c. I don't think so
   d. Definitely not

Please respond how often have you done the following for this course:

1. Completed the assigned readings for class.
   a. Very often
   b. Often
   c. Occasionally
   d. Never

2. Took detailed notes during class.
   a. Very often
   b. Often
   c. Occasionally
   d. Never

3. Contributed to class discussions.
   a. Very often
   b. Often
   c. Occasionally
   d. Never

4. Tried to see how different facts and ideas fit together.
   a. Very often
   b. Often
   c. Occasionally
   d. Never

5. Summarized major points and information from your class notes or readings.
   a. Very often
   b. Often
   c. Occasionally
   d. Never

6. Worked on a class assignment, project, or presentation with other students.
   a. Very often
   b. Often
   c. Occasionally
   d. Never

7. Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, coworkers, etc.)
   a. Very often
   b. Often
   c. Occasionally
   d. Never

8. Used information or experience from other areas of your life (job, internship, interactions with others) in class discussions or assignments.
   a. Very often
   b. Often
   c. Occasionally
   d. Never

9. Tried to explain material from a course to someone else (another student, friend, co-worker, family member.)
   a. Very often
   b. Often
   c. Occasionally
   d. Never

10. Worked on a paper or project where you had to integrate ideas from various sources.
   a. Very often
   b. Often
   c. Occasionally
   d. Never

Graduate Applicant Survey

Please circle the most appropriate response:

1. I understand the place of business in society.
   a. Definitely
   b. Most of the time
   c. Frequently
   d. Somewhat
   e. Definitely not

2. I feel that I can function effectively as an economically literate consumer.
   a. Definitely
   b. Most of the time
   c. Frequently
   d. Somewhat
   e. Definitely not

3. My work in groups and teams in my business courses contributed to my understanding of teamwork in the workplace.
   a. Definitely
   b. Most of the time
   c. Frequently
   d. Somewhat
   e. Definitely not

4. I am aware that there are many careers from which I may choose.
   a. Definitely
   b. Most of the time
   c. Frequently
   d. Somewhat
   e. Definitely not

5. If I wanted to find out more about a career, I would know how to learn more.
   a. Definitely
   b. Most of the time
   c. Frequently
   d. Somewhat
   e. Definitely not

6. I know how to use computers for personal and business applications.
   a. Definitely
   b. Most of the time
   c. Frequently
   d. Somewhat
   e. Definitely not

7. I feel comfortable about my ability to write in social and business settings.
   a. Definitely
   b. Most of the time
   c. Frequently
   d. Somewhat
   e. Definitely not

8. I feel comfortable about my ability to speak in social and business settings.
   a. Definitely
   b. Most of the time
   c. Frequently
   d. Somewhat
   e. Definitely not

9. My knowledge of accounting would help me to make informed business decisions.
   a. Definitely
   b. Most of the time
   c. Frequently
   d. Somewhat
   e. Definitely not

10. I could apply basic concepts of business law at work and in my personal life.
   a. Definitely
   b. Most of the time
   c. Frequently
   d. Somewhat
   e. Definitely not

11. My knowledge of all areas of business would help me if I decided to start my own business.
   a. Definitely
   b. Most of the time
   c. Frequently
   d. Somewhat
   e. Definitely not

12. I understand the interrelationships of the areas of business that I studied.
   a. Definitely
   b. Most of the time
   c. Frequently
   d. Somewhat
   e. Definitely not

13. I am able to participate in companies doing business in this country and internationally.
   a. Definitely
   b. Most of the time
   c. Frequently
   d. Somewhat
   e. Definitely not

14. I know how to market myself to potential employers.
   a. Definitely
   b. Most of the time
   c. Frequently
   d. Somewhat
   e. Definitely not

15. I feel that I could help to develop products and sell them to potential customers.
    a. Definitely
    b. Most of the time
    c. Frequently
    d. Somewhat
    e. Definitely not

16. If I needed to make a business decision, I would know how to collect and use the right information.
    a. Definitely
    b. Most of the time
    c. Frequently
    d. Somewhat
    e. Definitely not

17. If I needed to make a business decision about an economic issue, I would be able to choose the appropriate techniques to help me make the decision.
    a. Definitely
    b. Most of the time
    c. Frequently
    d. Somewhat
    e. Definitely not

18. If I needed to make a personal decision about an economic issue, I would be able to choose the appropriate techniques to help me make the decision.
    a. Definitely
    b. Most of the time
    c. Frequently
    d. Somewhat
    e. Definitely not

19. I believe that I am prepared to be successful in an entry position in business.
    a. Definitely
    b. Most of the time
    c. Frequently
    d. Somewhat
    e. Definitely not

20. I believe that I am prepared to successfully transfer to a four year institution.
    a. Definitely
    b. Most of the time
    c. Frequently
    d. Somewhat
    e. Definitely not

Do you intend to:

_____go directly to work
_____transfer to a four year institution
_____both

Thank you for participating in this survey! Please mail it back in the enclosed postage paid envelope or leave it with the secretary in E223.

Verbatim responses to question on improvement of facilities

1. "Update computers."
2. "Need better ventilation, New filing cabinet."
3. "The department needs a copying machine."
4. "We cannot use most of the teaching aids that come with the texts due to a lack of equipment."
5. "Offices in C building for staff."
6. "The working place, space should be EXPANDED. The request has been presented over and over and over again to no avail. We need more (student) space for Accounting Lab."
7. "Access to quality Xerox facility."
8. "Availability of copying machine."
9. "Hopefully a computer and printer."
10. "The department needs a copy machine."
11. "Fix the ventilation, heating and air conditioning in the computer lab (Rm. E228, 259).
12. "Connect my office computer to the net."
13. "Y2K compliant computer."
14. "Improved heating, air conditioning."
15. "More space"
16. "Better furniture."
17. "The GroupWise email should allow us to attach a file when we use it externally. It appears to be a more basic version when accessed from home."
18. "The furniture in our conference room is old, outdated and dangerous."

Verbatim responses to question on improvement of services.

1. "Bathrooms are disgusting, they are stinky."

2. "I need more time for my voice mail."

3. "Have security occasionally visible around classroom areas instead of only at entrance of building."

4. "Again and again and again we requested janitorial services to dust and generally clean the office-student space and nothing has been done! When the College is faced with a lawsuit, for the lack of cleanliness and the consequent sickness (allergy-related asthma) of students and employees, maybe then we will be heard!"